

GUIDE *to* Education

*Senior High School Handbook
1992-93*

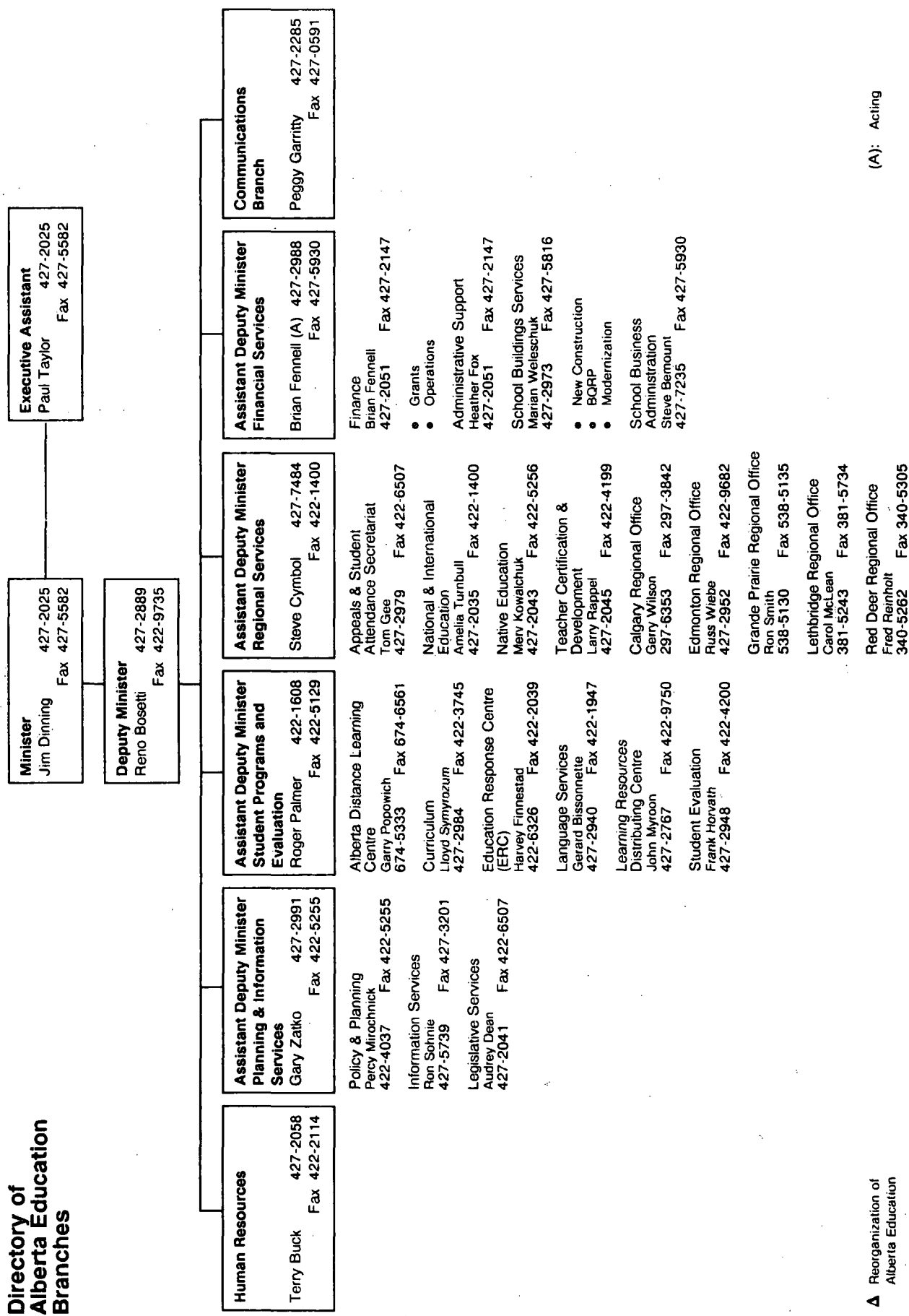


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GUIDE *to* Education

Senior High School Handbook 1992-93

This document supersedes the **Guide to Education: Senior High School Handbook 1991-92**. All changes to Alberta Education requirements contained in this document are effective the first day of the **1992-93** school year as defined by the local school authority.

I, Jim Dinning, Minister of Education by virtue of the power delegated to me under section 25(b) of the **School Act**, hereby authorize this handbook for use in Alberta schools.

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Alberta Education Cataloguing in Publication Data

Alberta. Curriculum Branch.

Guide to education : senior high school handbook.

ISBN 0-7732-0726-0

1. Education, Senior High -- Alberta --Curricula.

I. Title.

LB1629.65.C2.A333 1992 373.19

This handbook contains information on a wide variety of topics. Some statements are mandated; others suggest procedures that are discretionary. Those statements that are requirements of Alberta Education are screened.

**Δ Changes in
content**

The delta sign (Δ) is used in the left-hand margin to indicate sections where major changes have occurred. A brief explanation is provided beside each sign.

All references to the **School Act** are to the **School Act**, Statutes of Alberta, 1988, Chapter S-3.1 as amended by the School Amendment Act, 1990, consolidated July 12, 1990, with amendments in force September 1, 1990.

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FOREWORD

Alberta is experiencing fundamental changes in its economic, social and cultural fabrics. Education is the key to our young people being full partners in shaping a global future . . . in shaping our province's and our nation's future. The vision for education announced by the Minister of Education, Jim Dinning in November, 1990 sets a direction. It builds on the strengths of Alberta's schools. The initiatives in **Vision for the nineties . . . a plan of action**, October, 1991, describe improvements that will help to ensure all our young people get the education they need. These initiatives reflect Alberta Education's leadership role in developing programs for students, in setting standards and directions for education and expectations for our partners, and in supporting improvements that better meet students' needs.

The initiatives and directions that have been outlined in **Vision for the nineties . . . a plan of action** document have begun to be reflected in this handbook. For example, the transfer provision for Integrated Occupational Program students (page 18), the provision for students to take senior high school courses while still enrolled in junior high school (pages 64 and 65) and the provision for competency examinations in French as a Second Language (page 35), all reflect a results orientation to curriculum.

Further revisions to this handbook will continue to reflect the initiatives and directions set out in **Visions for the nineties . . . a plan of action**.

The **Senior High School Handbook** is the third in the series of handbooks that comprise the **Guide to Education**. The first in the series is the **Elementary School Handbook (ECS to Grade 6)** and the second is the **Junior High School Handbook**.

The **Senior High School Handbook** is published by Alberta Education for the use of administrators, teachers and other parties engaged in the delivery of high school education. It is intended to serve the following purposes:

- a. to identify program requirements specified by Alberta Education
- b. to provide information about the characteristics of students enrolled in senior high schools
- c. to communicate information useful in organizing and operating secondary schools to meet the needs of students.

In senior high, students should be encouraged to challenge themselves at new levels and in new experiences, as well as to prepare themselves for future choices in life. This is especially important in areas of counselling and guidance. Consequently, the first section of the handbook addresses the diverse characteristics and needs of senior high school students, and describes graduation requirements students need to meet over the course of their senior high education. The philosophy statement included in this section addresses the significance and uniqueness of senior high education in the lives of these students and in their communities. This focus on the student is integral to all school programming, and reflects the emphasis of the **School Act**.

This handbook draws together information essential to school administrators. Policies, procedures and organizational information required to operate a senior high school are included, or directions given for obtaining this information.

Alberta Education's management system is policy-based and results-oriented. As much as possible, policies and procedures are used to set educational goals and directions. This handbook supports Alberta Education's objective of providing consistent direction while encouraging flexibility and discretion at the local level. Screened text indicates mandatory requirements taken from the **School Act**, regulations, policies and procedures.

Δ Clarification of definition

References to "boards" and "schools" in this document are in accordance with definitions used in the **School Act**. The requirements noted in this handbook apply to all schools offering senior high school courses for credit, including accredited private schools. In this handbook, "local school authority" means the board of a public or separate school district, a school division or county, the operator of an accredited private school accredited by the Minister under section 22(2) of the **School Act** and a school operated by the Minister (such as the Alberta Distance Learning Centre and the Alberta School for the Deaf).

Additional copies of this handbook are available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

Suggestions for changes to this document, or questions regarding its content, should be addressed to the **Deputy Director, Curriculum Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 422-4872, Fax 422-5129).

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Senior High School Students





SENIOR HIGH SCHOOL STUDENTS:

Philosophy of Senior High Schooling

Senior high school builds on foundations students establish in their elementary and junior high school years toward achieving the goals of schooling and of education. It provides students with greater opportunity for decision making and time management. Students can enroll in a wide range of courses to achieve specific goals as well as to explore their interests and abilities. Taking responsibility for their choices and actions is an important aspect of senior high education.

Graduation from senior high school is a significant personal accomplishment. It also is an important transition in life, leading directly to career entry or to post-secondary study.

Senior high school students in Alberta represent a broad cultural diversity, as well as a diversity of needs and abilities. High school accommodates these diverse educational and cultural needs by providing a range of programs and developing flexible methods of delivery. Senior high schools are encouraged to develop strong community partnerships, and to use provisions for instruction in languages other than English, to meet the needs of the students and communities that they serve.

Senior high school provides students with opportunities to:

- complete development of basic skills, if necessary, through modified instructional activities or alternative methods of school organization
- extend and refine intellectual and other skills in preparation for entry into post-secondary education
- acquire specialized knowledge, skills and positive attitudes required for direct entry into the work force
- become confident, competent and responsible individuals, ready to assume the role of contributing members of society
- choose courses that will lead to the fulfillment of personal aspirations.

SENIOR HIGH SCHOOL STUDENTS:

Goals and Objectives of Senior High School



1 Introduction

The following statements of goals direct education in Alberta's schools. These goals are the basis from which specific learning expectations for various subjects and grades are developed. The goals were adopted by order of the Minister under section 25(1)(f) of the **School Act**.

Schools make an important contribution to education. But school is only one of the agencies involved in the education of youth. The home, church, media, community organizations and peer groups also have significant influence on children. It is useful, therefore, to be clear about the role of schooling in education. Education refers to all learning experiences the individual has within the physical and social environment; it is a continuing and lifelong process. Schooling, which has a more limited purpose, refers to learning activities planned and conducted within a structured environment. There is, of course, a close relationship between schooling and education: the learning that occurs in school influences, and is influenced by, what is learned outside the school.

2 Goals of Education

Achievement of the broader goals of education must be viewed as a shared responsibility of the community. Maximum learning occurs when the efforts and expectations of various agencies affecting children complement each other. Recognizing the learning that has or has not occurred through various community influences, among which the home is most important, the school will strive to:

- develop intellectual curiosity and a desire for lifelong learning
- develop the ability to get along with people of varying backgrounds, beliefs and lifestyles
- develop a sense of community responsibility which embraces respect for law and authority, public and private property, and the rights of others
- develop self-discipline, self-understanding, and a positive self-concept through realistic appraisal of one's capabilities and limitations
- develop an appreciation for tradition and the ability to understand and respond to change as it occurs in personal life and in society
- develop skills for effective utilization of financial resources and leisure time and for constructive involvement in community endeavours
- develop an appreciation for the role of the family in society
- develop an interest in cultural and recreational pursuits
- develop a commitment to the careful use of natural resources and to the preservation and improvement of the physical environment
- develop a sense of purpose in life and ethical or spiritual values which respect the worth of the individual, justice, fair play and fundamental rights, responsibilities and freedoms.

The ultimate aim of education is to develop the abilities of the individual in order to fulfill personal aspirations while making a positive contribution to society.

3 Goals of Schooling

Schooling, as part of education, accepts primary and distinctive responsibility for specific goals basic to the broader goals of education. Programs and activities shall be planned, taught and evaluated on the basis of these specific goals in order that students:

- develop competencies in reading, writing, speaking, listening and viewing
- acquire basic knowledge and develop skills and attitudes in mathematics, the practical and fine arts, the sciences and the social studies (including history and geography), with appropriate local, national and international emphasis in each
- develop the learning skills of finding, organizing, analyzing and applying information in a constructive and objective manner
- acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being
- develop an understanding of the meaning, responsibilities, and benefits of active citizenship at the local, national and international levels
- acquire knowledge and develop skills, attitudes and habits required to respond to the opportunities and expectations of the world of work.

Because the above goals are highly interrelated, each complementing and reinforcing the others, priority ranking among them is not suggested. It is recognized that in sequencing learning activities for students, some goals are emphasized earlier than others; however, in relation to the total years of schooling, they are of equal importance.

In working toward the attainment of its goals, the school will strive for excellence. However, the degree of individual achievement also depends on student ability and motivation as well as support from the home. Completion of diploma requirements is expected to provide the graduate with basic preparation for lifelong learning. Dependent on program choices, the diploma also enables job entry or further formal study.

4 Desirable Personal Characteristics

The following statement was also passed by order of the Minister and indicates the role that schools play in developing desirable personal characteristics among children of school age.

Children inhabit schools for a significant portion of their lives. Each day, in their relationship with fellow students, teachers and other adults who are in the school, children are exposed to a complex combination of influences, some deliberate and others incidental. In Canada, the common pattern of attitudes derives from many sources, cultural, religious, ethnic and legal. Public schools exist within this culture and it is from this culture that the schools' dominant values emerge.

The school, as the site of a child's formal education, is not the sole or even dominant determiner of student attitudes. Other important sources of influence include the home, the church, the media, and the community. Educators alone cannot, and must not, assume the responsibility for the moral, ethical and spiritual development of their students. They do, however, play a significant role in support of other institutions. The actions of teachers and the activities that take place in schools contribute in a major way to the formation of attitudes.

Parents and other groups in society clearly expect teachers to encourage the growth of certain positive attitudes in students. These attitudes are thought of as being the prerequisites to the development of essential personal characteristics. For the guidance of all, the following list has been prepared. The list is not a definitive one, nor are the items ranked, but, rather, the list is a compilation of the more important attributes that schools ought to foster.

The Alberta community lives with a conviction that human beings are unique and are uniquely related to their world. Generally, but not universally, this expresses itself spiritually, through the belief in a Supreme Being (e.g., God). Ethical/moral characteristics, intellectual characteristics, and social/personal characteristics must be treated in a way that recognizes this reality and respects the positive contribution of this belief to our community.

a Ethical/Moral Characteristics

<i>Respectful</i>	- has respect for the opinions and rights of others, and for property.
<i>Responsible</i>	- accepts responsibility for own actions; discharges duties in a satisfactory manner.
<i>Fair/just</i>	- behaves in an open, consistent and equitable manner.
<i>Tolerant</i>	- is sensitive to other points of view, but able to reject extreme or unethical positions; free from undue bias and prejudice.

<i>Honest</i>	- is truthful, sincere, possessing integrity; free from fraud or deception.
<i>Kind</i>	- is generous, compassionate, understanding, considerate.
<i>Forgiving</i>	- is conciliatory, excusing; ceases to feel resentment toward someone.
<i>Committed to democratic ideals</i>	- displays behaviour consistent with the principles inherent in the social, legal and political institutions of this country.
<i>Loyal</i>	- is dependable, faithful; devoted to friends, family and country.

b Intellectual Characteristics

<i>Open-minded</i>	- delays judgments until evidence is considered, and listens to other points of view.
<i>Thinks critically</i>	- analyzes the pros and cons; explores for and considers alternatives before reaching a decision.
<i>Intellectually curious</i>	- is inquisitive, inventive, self-initiated; searches for knowledge.
<i>Creative</i>	- expresses self in an original but constructive manner; seeks new solutions to problems and issues.
<i>Pursues excellence</i>	- has internalized the need for doing his or her best in every field of endeavour.
<i>Appreciative</i>	- recognizes aesthetic values; appreciates intellectual accomplishments and the power of human strivings.

c Social/Personal Characteristics

<i>Cooperative</i>	- works with others to achieve common aims.
<i>Accepting</i>	- is willing to accept others as equals.
<i>Conserving</i>	- behaves responsibly toward the environment and the resources therein.
<i>Industrious</i>	- applies self diligently, without supervision.
<i>Possesses a strong sense of self-worth</i>	- is confident and self-reliant; believes in own ability and worth.
<i>Persevering</i>	- pursues goals in spite of obstacles.

<i>Prompt</i>	- is punctual; completes assigned tasks on time.
<i>Neat</i>	- organizes work in an orderly manner; pays attention to personal appearance.
<i>Attentive</i>	- is alert and observant; listens carefully.
<i>Unselfish</i>	- is charitable, dedicated to humanitarian principles.
<i>Mentally and physically fit</i>	- possesses a healthy, sound attitude toward life; seeks and maintains an optimum level of bodily health.

5 Secondary Education in Alberta: Policy Statement

The following statements on the aim of education and the goals of secondary education are from the policy statement **Secondary Education in Alberta** (1985), which established the direction for senior high program and course development. The policy statement is available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

a Aim of Education

The aim of education is to develop the knowledge, the skills and the positive attitudes of individuals, so that they will be self-confident, capable and committed to setting goals, making informed choices and acting in ways that will improve their own lives and the life of their community.

b Goals of Secondary Education

Education should help students recognize, make and act on good choices. Within this broad aim, the goals of secondary schools are to assist students to:

- develop the ability to think conceptually, critically and creatively, to acquire and apply problem-solving skills, to apply principles of logic, and to use different modes of inquiry;
- master effective language and communication skills, including the ability to use communications technology;
- acquire basic knowledge, skills and positive attitudes needed to become responsible citizens and contributing members of society;
- learn about the interdependent nature of the world through a study of history, geography, and political and economic systems;
- become aware of, and be prepared for the opportunities and expectations of the workplace—expectations that will be faced as employees or employers; expectations that will be faced as entrepreneurs or volunteers;
- assume increasing responsibility for independent and continuous learning, and develop positive attitudes toward learning while in school, in preparation for self-directed, lifelong educational experiences;

- learn about themselves and develop positive, realistic self-images;
- develop constructive relationships with others, based on respect, trust, cooperation, consideration and caring, as one aspect of moral and ethical behaviour;
- develop cultural and recreational interests and realize personal aspirations.

6 Essential Concepts, Skills and Attitudes

The **Secondary Education in Alberta** (1985) policy states that the development and implementation of the instructional program must take into account the following considerations:

- the nature and needs of the learner
- the nature and needs of a changing society
- the nature of knowledge in each subject area
- the learning environment.

To prepare students for responsible citizenship in an ever-changing society, certain concepts, skills and attitudes are essential. These are identified in the publication, **Essential Concepts, Skills and Attitudes for Grade 12** (Second Draft 1987). It is available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

The concepts, skills and attitudes are listed under ten categories:

- self-concept and lifestyle
- interpersonal relations
- critical and creative thinking
- communication
- science and mathematics
- lifelong learning
- citizenship
- career exploration
- consumer and producer awareness
- global and environmental awareness.

These ten categories are relevant for all courses at the senior high school level. The essential concepts, skills and attitudes are used to guide the design, implementation and evaluation of courses and programs for senior high school. The catalogue is also useful for designing locally developed courses.

SENIOR HIGH SCHOOL STUDENTS: Developmental Characteristics



1 Introduction

This section further defines the needs of the learner, as they are addressed in the policy statement **Secondary Education in Alberta** (1985). The recognition of the unique developmental characteristics of senior high students, and the further application of this information in the design, implementation and evaluation of courses and programs at the senior high school level, is an example of how the policy statement addresses the wide range of needs and abilities of students.

How students think, feel and grow affects how they learn. Therefore, the education system must understand students' cognitive, social and physical development. An informed education system aims at meeting and extending students' development through appropriate activities and teaching methods.

The following information is intended to encourage the cognitive, social and physical development of senior high students. It is critical to remember that each student has a unique developmental schedule.

A more complete description of students' developmental characteristics can be found in four Alberta Education documents: **Students' Thinking, Developmental Framework: Cognitive Domain** (1987); **Students' Interactions, Developmental Framework: The Social Sphere** (1988); **Students' Physical Growth, Developmental Framework: Physical Dimension** (1988); and **The Emerging Student: Relationships Among the Cognitive, Social and Physical Domains of Development** (1991). These are available from the Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750).

2 Cognitive/ Intellectual Development

The majority of senior high school students will operate at the concrete operational level. A small percentage will exhibit formal operational thinking, particularly in subject areas where they are competent. At the concrete operational level, students think logically about things and events, but usually in the context of their immediate experience, having little access to abstract principles from the past or future. They are able to coordinate two aspects of a problem at the same time, and can mentally reverse actions or operations, as for example, when they build classification systems and then break them down into subgroups. However, they may have difficulty projecting a trend or hypothesizing, which are abilities that develop with formal operational reasoning.

Formal operational thinking is characterized as the development of hypothetical (if-then) thinking. Students who are thinking in a formal operational sense are able to handle multiple sources of information, and, unlike concrete operational thinkers, have their underlying abilities rooted more in formal logic than in spatial perceptions.

In the classroom this means that senior high school students respond well to concrete, physical objects or experiences that show what a concept "looks like". Questioning techniques that are sensitive to their cognitive level, yet also challenge them to extend their thinking to the formal operational level, are encouraged. Introducing subjects by first finding out what the students already know is developmentally appropriate.

3 Social Development

Most senior high school students are in transition. They are in the process of:

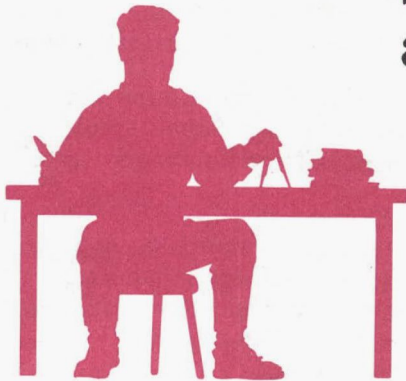
- refining and particularizing concerns and developmental issues left over from junior high school
- relating interests and capacities to values
- acquiring the information necessary to execute specific plans
- achieving mature relationships with peers of both sexes
- achieving independence (emotional and financial) from parents and other adults
- organizing the transition from school to the world outside
- testing their self-concept, acting on their preferences, controlling more aspects of their lives
- making more independent decisions and choices; accepting the consequences of those decisions and choices
- using internalized social standards to judge their own and others' actions. (About 10% of senior high school students will show that they have principles they have critically examined.)

Physical Development

Until recently, senior high school students were viewed as physically mature. We now know that late adolescents continue to develop physically. They change. Some become taller, some lose weight and some gain weight. They become stronger and more skilled. Their level of endurance increases. And we now know that, if given the opportunities, these students will achieve a higher level of general fitness than at any other time in their lives.

SENIOR HIGH SCHOOL STUDENTS:

Senior High School Graduation and Articulation Requirements



1 Introduction

Alberta Education issues three types of high school diploma and a certificate: the General High School Diploma, the Advanced High School Diploma, the High School Equivalency Diploma and the Certificate of Achievement for students enrolled in the Integrated Occupational Program. Students who qualify for an Advanced High School Diploma may also receive an Award of Excellence (see the requirements for an Advanced High School Diploma). The diplomas and certificate certify the holder has successfully completed a prescribed program of instruction. However, possession of an Alberta high school diploma or certificate does not necessarily guarantee admission to a post-secondary institution. Students should be advised to check the calendars of post-secondary institutions for admission requirements.

In response to the policies outlined in **Secondary Education in Alberta** (1985), the revised requirements for a General High School Diploma and an Advanced High School Diploma are being implemented over five school years, starting in the 1988-89 school term. The requirements for students entering Grade 10 in the 1988-89 school year and for each year of the phasing-in of the new requirements are presented on pages 16 to 22.

Eligibility for the Integrated Occupational Program, which leads to the Certificate of Achievement, is outlined on page 20.

2 Assisting Students' Planning

Certain courses are mandatory for the diplomas and the Certificate of Achievement. Some Grade 10 courses are prerequisites for more advanced high school courses. Principals should ensure that students are familiar with the guidelines when planning their Grade 10 program in order to avoid possible difficulties in their later high school years.

Please note that the number of credits for which students are enrolled is not checked by Alberta Education. Principals are urged to ensure that credits are checked carefully in the schools. See Credit Requirements for Graduation (pages 16 to 22) for details of credit requirements and eligible courses for graduation.

**a Student
Information
Needs**

- a. Students should be given assistance in planning their high school programs. Steps should also be taken to secure parents' understanding and concurrence in their children's registration.
- b. In planning a program, the student should keep in mind the requirements for a General or Advanced High School Diploma or the Certificate of Achievement as outlined on pages 16 to 22.
- c. In addition to graduation requirements, a student's choice of subjects in high school may be governed by requirements adopted by the local school authority that has jurisdiction over the student, provided that these requirements do not contravene the provisions of this handbook.
- d. Students under age 16 may take correspondence courses from the **Alberta Distance Learning Centre**, subject to approval of the principal. Students age 16 or over may elect to take correspondence courses from the **Alberta Distance Learning Centre**. These students do not require approval of the principal. For further information about the **Alberta Distance Learning Centre**, see page 54.
- e. Successful completion of the requirements outlined on pages 16 to 22 will result in the awarding of one of the three high school diplomas (the General, Advanced or High School Equivalency Diploma) or the Certificate of Achievement.
- f. An Award of Excellence shall be granted to a student who qualifies for the Advanced High School Diploma with no less than 65% in any one of the four required diploma examination courses, and an overall average of 80% or higher in those courses. This Award of Excellence will be noted on the student's Advanced High School Diploma.
- g. Students should be made aware of special programs that are available to meet their individual needs or the needs of their community.
- h. Students eligible under section 5 of the **School Act** have the opportunity to complete most of their required course work in French. The Category C requirement for these students is explained on page 23.
- i. Native students may also access resources and programs that are designed to meet their needs and to further their knowledge of Native language and cultures. Alberta Education's policy on Native education is provided in the **Alberta Education Policy Manual**.

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- j. All students should be made aware of the Rutherford Scholarship Fund for High School Achievement requirements. For additional information, contact **The Office of the Alberta Heritage Scholarship Fund, 9th Floor, Baker Centre, 10025 - 106 Street, Edmonton, Alberta, T5J 1G4** (Telephone 427-8640, Fax 422-4516).
-

b General Requirements for Admission to Post-secondary Education Institutions

Students who intend to enter a post-secondary institution should be advised to check the calendar of that institution or program for admission requirements. Post-secondary institutions have a variety of entrance requirements and students should plan their senior high programs accordingly.

Please refer to Appendix I for guidelines to assist in planning high school vocational programs for articulation with the Alberta Apprenticeship and Trade Certification programs.

3 Credit Requirements for Graduation

Students in any diploma route may wish to obtain credits in diploma examination courses other than those required for graduation. To obtain credits in these courses, students shall write the appropriate diploma examination regardless of which graduation credential they wish to receive.

a Students Who Entered Grade 10 in the 1988-89 School Year

i. The General High School Diploma 1988-89

Subject	Credits (minimum)	Course(s) (minimum)	Required Course	Diploma Exam
English Language Arts	15	3	Eng Lang Arts 30 or 33	Yes
Français	15	3	Fran 30	Yes
Social Studies	15	3	Soc St 30 Soc St 33	Yes No
Mathematics	5	1	Not specified	No
Science	6	2	Not specified	No
Physical Education	3	1	Phys Ed 10	No
Career and Life Management	3	1	CALM 20	No
A minimum of two Grade 12-level courses other than English Language Arts and Social Studies	10	2		No
57 Specified Credits		43 Unspecified Credits		

The General High School Diploma is awarded to a student who has earned 100 credits, subject to the following requirements:

1. English Language Arts/Français—a minimum of 15 credits, 5 of which shall be in English Language Arts 30, English Language Arts 33 or Français 30. Students in francophone programs may present Français 30 as a diploma requirement, but must also present either English Language Arts 30 or English Language Arts 33. Français 10-20-30 replaced Langue et littérature 10-20-30 as of September 1989.
2. Social Studies—a minimum of 15 credits, including either Social Studies 30 or 33.
3. Mathematics—a minimum of 5 credits. (As of September 1989, Mathematics 14 replaced Mathematics 15.)
4. Science—a minimum of 6 credits. (As of September 1989, Science 14 replaced Science 11 and Science 24 is available.)
5. Physical Education—a minimum of 3 credits. See page 32 for individual or class exemption criteria.
6. Career and Life Management—a minimum of 3 credits.
7. Grade 12 courses—in addition to the requirements in 1 and 2 above, students must present a minimum of 10 credits in at least two Grade 12 courses. Students who use Français 30 as a diploma requirement must present English Language Arts 30 or 33 as one of the required Grade 12-level courses. The Grade 12-level course requirements may also be met by 30-level "a" and "b" courses; e.g., Industrial Education 30a and 30b. One 36-level course (10 credits) from any occupational family will be accepted for students transferring from the Integrated Occupational Program to the General High School Diploma Program.

ii. The Advanced High School Diploma 1988-89
 (These requirements also apply to students entering high school in the 1989-90, 1990-91 and 1991-92 school years.)

Cate- gory	Subject	Credits (minimum)	Course(s) (minimum)	Required Course	Diploma Exam
A	English Language Arts	15	3	Eng Lang Arts 30	Yes
	Français	15	3	Fran 30	Yes
	Social Studies	15	3	Soc St 30	Yes
	Mathematics	15	3	Math 30	Yes
B	Science	11	3	Biology 30 or Chemistry 30 or Physics 30	Yes Yes Yes
	Second Languages, Practical Arts or Fine Arts	10	2	See pages 23 and 24 for approved Category C courses.	No
	Physical Education	3	1	Phys Ed 10	No
	Career and Life Management	3	1	CALM 20	No
	72 Specified Credits		28 Unspecified Credits		

The Advanced High School Diploma is awarded to a student who:

1. satisfies the course and credit requirements for a General High School Diploma, and
2. earns credits in English Language Arts 30/Français 30 (students in francophone programs may present Français 30 as a diploma requirement, but must also present English Language Arts 30), and
3. earns at least 15 credits in social studies, including Social Studies 30, and
4. earns at least 15 credits in mathematics, including Mathematics 30, and
5. earns at least 11 credits in science, including ONE of Biology 30, Chemistry 30 or Physics 30, and
6. earns at least 10 credits in Category C courses (see pages 23 and 24 for approved Category C courses).

An Award of Excellence shall be granted to a student who qualifies for the Advanced High School Diploma with not less than 65% in any one of the four required diploma examination courses, and an overall average of 80% or higher in those courses. This Award of Excellence will be noted on the student's Advanced High School Diploma.

b Students Who Entered Grade 10 in the 1989-90 School Year

i. The General High School Diploma 1989-90
(These requirements also apply to students entering high school in the 1990-91, 1991-92 and 1992-93 school years.)

Subject	Credits (minimum)	Course(s) (minimum)	Required Course	Diploma Exam
English Language Arts★	15	3	Eng Lang Arts 30 or 33	Yes
Français	15	3	Fran 30	Yes
Social Studies	15	3	Soc St 30 Soc St 33	Yes No
Mathematics★	8	2	Not Specified	No
Science★	8	2	Not Specified	No
Physical Education	3	1	Phys Ed 10	No
Career and Life Management	3	1	CALM 20	No
A minimum of two Grade 12-level courses other than English Language Arts and Social Studies	10	2		No
62 Specified Credits			38 Unspecified Credits	
★ IOP students who transfer to a General Diploma route require a Certificate of Achievement and a minimum of 14 credits in English Language Arts, including English Language Arts 30 or 33; a minimum of 8 credits in mathematics, including credits in Mathematics 13 or 24; and a minimum of 8 credits in science, including credits in Science 10 or 24.				

Δ IOP transfer information

The General High School Diploma is awarded to a student who has earned 100 credits, subject to the following requirements:

1. English Language Arts/Français—a minimum of 15 credits, 5 of which shall be in English Language Arts 30, English Language Arts 33 or Français 30. IOP students who transfer to a General Diploma route require a Certificate of Achievement and a minimum of 14 credits in English Language Arts, including English Language Arts 33. Students in francophone programs may present Français 30 as a diploma requirement, but must also present either English Language Arts 30 or English Language Arts 33. Français 10-20-30 replaced Langue et littérature 10-20-30 as of September 1989.
2. Social Studies—a minimum of 15 credits, including either Social Studies 30 or 33.
3. Mathematics—a minimum of 8 credits. IOP students who transfer to a General Diploma route require a Certificate of Achievement and credits in Mathematics 13 or 24.
4. Science—a minimum of 8 credits. IOP students who transfer to a General Diploma route require a Certificate of Achievement and credits in Science 10 or 24.
5. Physical Education—a minimum of 3 credits. See page 32 for individual or class exemption criteria.
6. Career and Life Management—a minimum of 3 credits.
7. Grade 12 courses—in addition to the requirements in 1 and 2 above, students must present a minimum of 10 credits in at least two Grade 12 courses. Students who use Français 30 as a diploma requirement must present English 30 or 33 as one of the required Grade 12-level courses. The Grade 12-level course requirements may also be met by 30-level "a" and "b" courses; e.g., Industrial Education 30a and 30b. One 36-level course (10 credits) from any occupational family will be accepted for students transferring from the Integrated Occupational Program to the General High School Diploma Program.

ii. The Advanced High School Diploma 1989-90
No change from the 1988-89 requirements.

c

**Students Who
Entered Grade 10
in the
1990-91 School
Year**

- i. **The General High School Diploma 1990-91**
No change from the 1989-90 requirements.
- ii. **The Advanced High School Diploma 1990-91**
No change from the 1988-89 requirements.

iii. The Certificate of Achievement 1990-91

(These requirements also apply to students entering high school in the 1991-92 and 1992-93 school years.)

As of September 1990-91, students may earn credits toward the Certificate of Achievement. Certificates of Achievement will be awarded to successful graduates of the Integrated Occupational Program as of June 1993. At the end of the 1990-91 school year, the first Integrated Occupational Program Certificates of Achievement were awarded to graduates from schools which field validated the program. To qualify for a Certificate of Achievement, students must earn a minimum of 80 credits, 67 of which are to be specified credits as follows:

Subject	Credits (minimum)	Course(s) (minimum)	Eligible Courses and Credits ^①	Diploma Exam
English Language Arts	9	3	Eng Lang Arts 16(3) 26(3) 36(3) or Eng Lang Arts 16(3) 26(3) 23(5)	No
Social Studies	6	2	Soc St 16(3) 26(3) or Soc St 13(5)	No
Mathematics	3	1	Mathematics 16(3) or Mathematics 14(5)	No
Science	3	1	Science 16(3) or Science 14(5)	No
Physical Education ^②	3	1	Phys Ed 10(3,4,5)	No
Career and Life Management	3	1	CALM 20(3,4,5)	No
Courses selected from the Occupational Clusters ^③	40	2	Occupational Courses 16-level - minimum of 10 credits	No
• Agribusiness				
• Business and Office Operations		2	26-level - minimum of 20 credits	
• Construction and Fabrication				
• Creative Arts		1	36-level - minimum of 10 credits	
• Natural Resources				
• Personal and Public Services				
• Tourism and Hospitality				
• Transportation				
67 Specified Credits		13 Unspecified Credits		

① Credits are indicated in parentheses.

② Components of the Physical Education 10 requirements may be waived on the recommendation of the principal, for good and sufficient medical or religious reasons. When a Grade 10 student is unable to meet the requirement for Physical Education 10 for medical reasons, every effort should be made to meet this requirement in Grade 11 or 12. See page 32 for individual or class exemption criteria.

③ One 36-level course from any occupational cluster will be accepted for transferring from the Integrated Occupational Program to the General High School Diploma Program.

d

**Students Who
Entered Grade 10
in the 1991-92
School Year**

- i. **The General High School Diploma 1991-92**
No change from the 1990-91 requirements.
- ii. **The Advanced High School Diploma 1991-92**
No change from the 1988-89 requirements.
- iii. **The Certificate of Achievement 1991-92**
No change from the 1990-91 requirements.

**e Students Who
Enter Grade 10
in the 1992-93
School Year**

- i. **The General High School Diploma 1992-93**
No change from the 1990-91 requirements.
- ii. **The Advanced High School Diploma 1992-93**

Category	Subject	Credits (minimum)	Course(s) (minimum)	Required Course	Diploma Exam
A	English Language Arts	15	3	Eng Lang Arts 30	Yes
	Français	15	3	Fran 30	Yes
	Social Studies	15	3	Soc St 30	Yes
	Mathematics	15	3	Mathematics 30	Yes
B	Science	15	3	Science 30 or	Yes
				Biology 30 or	Yes
				Chemistry 30 or	Yes
				Physics 30	Yes
C	Second Languages, Practical Arts or Fine Arts	10	2	See pages 23 and 24 for approved Category C courses	No
	Physical Education	3	1	Phys Ed 10	No
	Career and Life Management	3	1	CALM 20	No
	76 Specified Credits		24 Unspecified Credits		

The Advanced High School Diploma is awarded to a student who:

1. satisfies the course and credit requirements for a General High School Diploma, and
2. earns credits in English Language Arts 30 or Français 30, and
3. earns at least 15 credits in social studies, including Social Studies 30, and
4. earns at least 15 credits in mathematics, including Mathematics 30, and
5. earns at least 15 credits in science, including ONE of Science 30, Biology 30, Chemistry 30 or Physics 30, and
6. earns at least 10 credits in Category C courses (see pages 23 and 24 for approved Category C courses).

An Award of Excellence shall be granted to a student who qualifies for the Advanced High School Diploma with not less than 65% in any one of the four required diploma examination courses, and an overall average of 80% or higher in those courses. This Award of Excellence will be noted on the student's Advanced High School Diploma.

- iii. **The Certificate of Achievement 1992-93**
No change from the 1990-91 requirements.

4 Courses Eligible for Category C

The purpose of Category C is to ensure that students in the Advanced High School Diploma route have an opportunity to extend and refine their intellectual and practical skills in areas of learning not part of the core program. Category C was defined in **Secondary Education in Alberta** (1985) and revised in June 1989. Courses identified as eligible for Category C fall within second languages, fine arts, practical arts and physical education, and are courses that:

- have defined content (special projects and work experience are therefore excluded)
- offer the opportunity to expand personal interests, abilities or career aspirations
- broaden the students' learning beyond that encompassed by Categories A and B (courses required by either of the A and B categories are therefore excluded). Category A and Category B courses are specified in the Advanced High School Diploma charts provided on pages 16 to 22.

The Category C requirement applies to Advanced High School Diploma students entering Grade 10 as of the 1988-89 school year. Revisions to the Category C requirement, as distributed in June 1989, and reflected here, apply retroactively to students who entered Grade 10 in the 1988-89 school year.

Students must earn at least 10 Category C credits for an Advanced High School Diploma.

Courses may be selected from the 10, 20 or 30 levels. The courses may be part of one or more course sequences, or in combination or sequence when prerequisites are applicable. Students may select a combination of 3-, 4- or 5-credit courses to complete the 10-credit requirements. Students are not required to earn credits in an approved course sequence that culminates at the Grade 12 level.

The following courses are eligible to meet the Category C requirement:

a Second Languages

English Language Arts 10-20-30 ^①	German 10-20-30-31
French Language Arts 10-20-30	Italian 10-20-30
Ukrainian Language Arts 10-20-30	Latin 10-20-30
French 10-20-30	Spanish 10-20-30
French 10S-20S-30S	Ukrainian 10-20-30
French 10N-20N-30N	Ukrainian 10S-20S-30S

^① Students in francophone programs may present Français 30 as a Category A diploma requirement. For these students, the Category C requirement is English 10-20-30. French immersion students may apply French Language Arts 10-20-30 toward the Category C requirement.

b	Fine Arts	Art 10-20-30 Art 11-21-31 Drama 10-20-30	Choral Music 10-20-30 Instrumental Music 10-20-30 Music 12
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c	Business Education	Law 20-30 Accounting 10-20-30 Computer Processing 10-20-30 Computer Literacy 10 Marketing 20-30 Basic Business 20-30 Business Education 10-20-30 Record Keeping 10	Business Communications 20 Business Calculations 20 Office Procedures 20-30 Shorthand 20-30 Typewriting 10-20-30 Dicta Typing 20 Word Processing 30
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d	Home Economics	Clothing and Textiles 10-20-30 Personal Living Skills 10-20-30	Food Studies 10-20-30
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e	Industrial Education	Industrial Education 10-20-30 Production Science 30 Building Construction 12-22-32 Machine Shop 12-22-32 Piping 12-22-32 Sheet Metal 12-22-32 Welding 12-22-32 Electricity-Electronics 12 Electricity 22-32 Electronics 22-32 Visual Communications 12-22-32	Drafting 12-22-32 Graphic Arts 22-32 Drafting 10-20 Horticulture 12-22-32 Mechanics 12 Related Mechanics 22-32 Automotives 22-32 Auto Body 12-22-32 Beauty Culture 12-22-32 Food Preparation 12-22-32 Health Services 12-22-32
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f	Physical Education	Physical Education 20-30	
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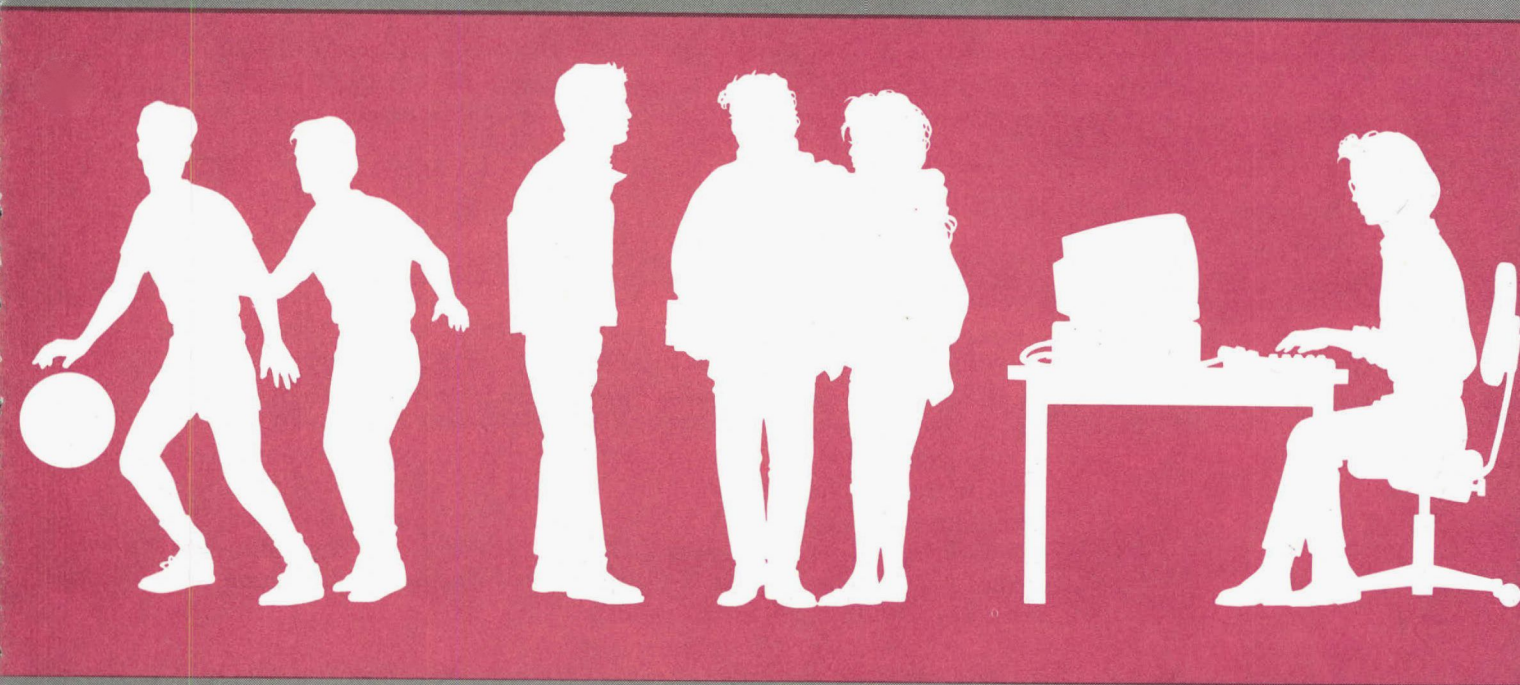
g	Locally Developed Courses	Locally developed courses in languages other than English, the fine arts and the practical arts may be accepted for Category C status.	
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Requests for Category C designation for locally developed courses in fine arts and Career and Technology Studies shall be submitted to the **Curriculum Branch**, or, for languages other than English, to the **Language Services Branch**. Submissions should be received before April 30 for implementation in the first semester of the following school year, or by October 31 for implementation in the second semester of the same school year.

In developing/acquiring instructional materials, the local school authority should take into account such development or selection criteria as curriculum fit, criteria for promoting tolerance and understanding, appropriateness for child developmental levels, and criteria for instructional design.

For additional information, refer to the Locally Developed Senior High Course Policy in the **Alberta Education Policy Manual**, available from the **Learning Resources Distributing Centre**, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750).

Programming



PROGRAMMING:

Senior High School Programming



1 School Organization

School jurisdictions are to develop methods of school organization that best meet the needs of their students. For instance, jurisdictions are encouraged to adopt alternatives to the current Carnegie Unit organizational model where the alternatives are in the best interests of individual students.

A credit at the high school level represents course specific knowledge, skills and attitudes. Most students can achieve a credit with approximately 25 hours of instruction. It is recognized some students can acquire the knowledge, skills and attitudes specified for a credit in the course of studies in less than 25 hours, while others will require more time.

Any method of delivery must ensure that each student has access to at least 25 hours of instruction per high school credit for courses other than a 3-credit course. For a 3-credit course a student shall have access to at least 62.5 hours of instruction. Schools are required to ensure that students have access to 1000 hours of instruction per year. Instructional time is defined as time scheduled for purposes of instruction, examinations, and other student activities where direct student-teacher interaction and supervision are maintained.

Δ Clarification of instructional time

Instructional time does not include: teachers' convention, professional development days, parent-teacher interview days, teachers' planning days, staff meetings, statutory and local school authority-declared holidays, lunch breaks, breaks between classes and extra-curricular activities.

When methods of delivery of the required course content vary from the time-credit model of organization, the method shall ensure that the student may successfully meet local or provincial evaluation criteria. Any alternative method of organization shall be indicated under "special circumstances" on the School Program Plan and be approved by Alberta Education.

2 Program Organization

Priority should be given to offering a high school program that enables students to:

- meet diploma requirements (see pages 16 to 22)
- earn a minimum of 100 credits in three years
- enter post-secondary institutions or to seek employment
- have some opportunity to take complementary courses.

3 Attendance

Attendance at school is compulsory for eligible students who, as of September 1, are 6 years of age or older and are younger than age 16 [School Act, section 8(1)]. Section 44(3)(b) of the School Act allows local school authorities to make rules respecting the attendance of students at school. Section 7(b) sets out expectations for students' conduct, including regular attendance at school.

4 Numbering Systems of High School Courses

Senior high course numbers designate the grade level and level of academic challenge. Grade 10 courses are designated by the numbers 10 to 19, Grade 11 courses by the numbers 20 to 29, and Grade 12 courses by the numbers 30 to 39.

Δ Additional information

The 10-20-30 courses are generally those with the greatest academic challenge. The 11-21-31 courses are at the same level of academic challenge as 10-20-30 courses, but extend the learning opportunities in the subject area. Students may be challenged beyond the 10-20-30 course sequences through Locally Developed Courses or International Baccalaureate courses or by preparation for examinations in the Advanced Placement Program. The 13-23-33 courses are less academic and more practical than 10-20-30 courses; 14-24 courses are more practical still. The 12-22-32 numbers generally designate industrial education courses with a strong vocational content. Courses designated 15-25-35 are locally developed. The numbers 16-26-36 indicate Integrated Occupational Program courses.

5 Letter Gradings and Percentages

Marks shall be submitted to Alberta Education in percentages.

Evaluations of course work completed in schools outside of Alberta recognized by the Minister shall, whenever possible, be reported in percentages that conform to the Alberta scale. The Alberta scale is:

Letter Grading	Range in Scales
A	80 - 100
B	65 - 79
C	50 - 64
F	0 - 49

The Rutherford Scholarship Fund for High School Achievement requires achievement in completed courses and evaluations to be reported in percentages, where possible. Subjects in which achievement is reported by letter grade will not be considered in the calculation of averages by the scholarship fund administrators.

6 Extension Programs

Extension programs in senior high education may be offered by boards, accredited private schools, Alberta vocational colleges, and private and public colleges. The school extension programs include:

- day extension or continuing education programs for those 20 years of age or over, in regular high school programs
- day extension for adults in adult high school programs
- evening Grades 10-12 level adult education programs
- summer school Grades 1-12 level education programs.

Further information is provided in the **Alberta Education Policy Manual**.

The requirements noted in this handbook apply to all schools offering senior high school extension courses for credit, with the exception that all senior high school extension courses shall allow access to instruction of:

Δ Additional information

- at least 13 hours per credit
- at least 32.5 hours for 3 credits.

Those local school authorities, centres or institutions that operated extension programs during the preceding school year will receive the information and materials required for the continued operation of such programs. Those that did not operate extension programs during the preceding school year, but wish to do so, may obtain the required information from the appropriate **Director, Regional Office of Alberta Education**.

PROGRAMMING: Information Regarding Various Courses and Programs



1 Additional Course Information

a Agriculture 10-20-30

No provincial program of studies is available for Agriculture 10, 20 and 30. These courses may be developed as extensions of the complementary Junior High Agriculture: Land and Life courses.

This series of courses is NOT acceptable for meeting the science requirement of the General High School Diploma, Advanced High School Diploma or the Certificate of Achievement.

b Career and Life Management (CALM) 20

Δ New section

CALM 20, as all other courses, may be taken by senior high school students in their Grade 10, 11 or 12 years.

Principals may wish to consider the option of having students take CALM 20 in either their Grade 10 or 12 years for students planning to take three sciences as well as a Fine Arts or Career and Technology Studies course in Grade 11.

c Driver and Traffic Safety Education 10

Certificates for successful completion of Driver and Traffic Safety Education 10 are issued to students by the schools that offer the course. Blank certificates are available from the appropriate Director, Regional Office of Alberta Education.

d Industrial Education

A student wishing to establish a prerequisite to a 22-level course shall take 5 credits in one of the following:

- a. four modules from related Industrial Education 10-20-30 courses, or
- b. a 12- or 15-level course in the appropriate vocational program, or
- c. Practical Arts 15a or 15b. (These courses are each composed of half of two related 10-, 12- or 15-level courses.)

For further information, consult the **Industrial Education Manual for Guidance to Teachers** (1983) available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

e Locally Developed Courses

Locally developed courses further promote and cultivate the individual interests and abilities of students and foster educational improvement and excellence through innovation at the local level, to meet the unique needs of a local community.

Instruction of a locally developed course being offered for credit shall not commence without the prior approval of the Minister of Education.

Request for approval to offer senior high courses for credit (initial and revalidations) shall be forwarded to the **Curriculum Branch, Alberta Education** or, for language courses, the **Language Services Branch, Alberta Education** by April 30, for implementation in the first semester of the following school year, or by October 31 for implementation in the second semester of the same school year. For further information on locally developed senior high school courses, refer to the **Alberta Education Policy Manual**.

For a listing of approved locally developed senior high school courses, refer to Appendix III, pages 91 to 93.

f Challenge Programs (International Baccalaureate, Advanced Placement and Locally Developed Courses)

Δ New section

Schools are encouraged to challenge capable students beyond the 10-20-30 course sequences. Schools can provide this challenge by offering Locally Developed Courses or courses in the International Baccalaureate Program or by preparing students to challenge the Advanced Placement Program examinations. These programs would extend the learner expectations beyond the provincial 10-20-30 course sequences.

Schools should inform students regarding the acceptability of Locally Developed Courses, of International Baccalaureate courses and of the Advanced Placement Program for credit and/or advanced placement by post-secondary institutions.

Schools should also inform students that these challenge programs do not replace the Diploma requirements outlined on pages 16 to 22 of this handbook.

g Music – Private Study

When a student requests music credits for private study, a principal may grant 5 credits for each of Choral Music 10 or Instrumental Music 10 (but not both), Choral Music 20 or Instrumental Music 20 (but not both), Choral Music 30 or Instrumental Music 30 (but not both).

Credits for work in private music study completed in previous years may be applied to courses in advance of the student's current grade level.

If a student presents an official transcript verifying that he or she has achieved the learner expectations required for the equivalent of Grade 12 credit, the principal shall recommend the awarding of a maximum of 15 credits in music (5 each for Grade 10, Grade 11 and Grade 12), whether or not the student has documentation for all the required components for equivalent credits for Grades 10 and 11.

Similarly, if a student has achieved the learner expectations required for Grade 11 equivalency, the principal shall recommend the awarding of 10 credits in music (5 each for Grade 10 and Grade 11).

The chart on page 31 provides the information necessary for principals to recommend credits for music taken by private study.

The principal shall evaluate the documents, using an evaluation form supplied by the **Information Services Branch**. A copy of the completed evaluation form shall be forwarded to the **Information Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2**. To obtain credit, students must pass both the practical and the theory or harmony components listed in the chart for that grade level. Marks submitted by schools to Alberta Education should be calculated as follows for each grade level:

Practical Component (Grade Level)	- 70% of mark submitted
Other Components (Theory and Harmony)	- 30% of mark submitted

Note: Principals shall recommend credits only on the basis of official transcripts as issued by the **Western Board of Music**, the **Royal Conservatory of Toronto**, or **Mount Royal College, Calgary** or submitted by the student. Diplomas, photocopies of diplomas, or photocopies of transcripts are themselves insufficient for evaluation purposes.

In those instances where a student does not provide an official transcript for each lower grade level being evaluated, the principal shall report a mark of "P" or "pass", not a percentage score, when recommending the awarding of retroactive credits.

**CHART SHOWING COURSES IN WHICH CREDITS MAY BE
RECOMMENDED FOR MUSIC TAKEN BY PRIVATE STUDY**

Revised 1990

		Grade 10	Grade 11	Grade 12
Western Board of Music	Singing ^①	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
	Electronic Organ, Pipe Organ, Organ	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
	Piano, Strings ^②	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
	Woodwind, ^③ Brass, ^④ Percussion, Recorder	Grade 3 + Theory II	Grade 5 + Theory III	Grade 7 + Theory IV
Royal Conservatory of Toronto	Singing ^①	Grade 6 + Theory I	Grade 7 + Theory II	Grade 8 + Theory II + Harmony III
	Piano, Strings, ^② Accordion, Guitar	Grade 6 + Theory I	Grade 7 + Theory II	Grade 8 + Theory II + Harmony III
	Woodwind, ^③ Brass, ^④ Percussion, Recorder	Grade 4 + Theory I	Grade 6 + Theory II	Grade 8 + Theory II + Harmony III
Mount Royal College, Calgary	Singing ^①	Grade 4 + Theory I	Grade 6 + Theory II	Grade 8 + Theory II + Harmony III
	Piano, Strings ^②	Grade 6 + Theory I	Grade 7 + Theory II	Grade 8 + Theory II + Harmony III
	Woodwind, ^③ Brass, ^④ Percussion	Grade 4 + Theory I	Grade 6 + Theory II	Grade 8 + Theory II + Harmony III

① All singing courses count as Choral Music 10, 20, 30 respectively for high school credits.
All others are to be used for Instrumental Music 10, 20, 30 respectively.

② Strings include violin, viola, violoncello and double bass only.

③ Woodwind includes flute, oboe, bassoon, clarinet and saxophone only.

④ Brass includes trumpet, horn (French horn), trombone, euphonium and tuba only.

h Physical Education – Exemptions

As an integral part of the well-balanced physical education program, each of the seven dimensions of the program includes activities selected to contribute to the attainment of the learner expectations of the physical education program.

Δ Clarification

In the following specified circumstances, however, exemptions may be warranted from one or more dimensions of the course.

CATEGORY	CONDITIONS FOR EXEMPTION	PROCEDURES AND APPROVAL PROCESS	ALTERNATIVE EXPERIENCES
INDIVIDUAL	Religious beliefs	<ul style="list-style-type: none"> Statement in writing from parent to principal. 	<ul style="list-style-type: none"> When exemption is granted, alternative activities consistent with the goals and objectives of the specific dimension should be substituted where appropriate.
INDIVIDUAL	Medical	<ul style="list-style-type: none"> Certification to principal by medical practitioner with statement of activities in which the student is not able to participate. 	
CLASS, GRADE OR SCHOOL	Access to facilities	<ul style="list-style-type: none"> Initiated by local school authority or parent. Approved by local school authority. Exemption shall be registered on the School Program Plan and approved by the Alberta Education Regional Office serving the area. 	

When a Grade 10 student is unable to meet the requirement for Physical Education 10 for medical reasons, every effort should be made to meet this requirement in Grades 11 or 12.

Notice of a student's exemption from Physical Education 10 must be reported by the principal, in writing, to the **Information Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2**, immediately prior to the student's anticipated graduation date.

Even though students are exempted from the Physical Education 10 requirement, they must still present the total number of credits required for graduation.

i Religious Studies

Religious Studies may be offered at the discretion of the local school authority under section 33 of the **School Act**. For further information, see the policy on Locally Developed Religious Studies Courses in the **Alberta Education Policy Manual**, available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

j Science

Δ New information

Students entering Grade 10 in the 1992-93 school year and wishing to obtain an Advanced High School Diploma will be required to take a minimum of 15 credits in science. The 15 credits in science must include Science 10 and one of Science 30 or Biology 30 or Chemistry 30 or Physics 30.

Students who entered Grade 10 in the 1991-92 school year will follow the 1988-89 requirements for an Advanced High School Diploma. The current 10-20-30 level courses in biology, chemistry and physics as well as their 30-level diploma examinations, will be available to these students until the end of the 1993-94 school year.

k Second Languages

Δ Clarification

Senior high school courses in second languages with a designation of "10" are intended for students beginning the study of a second language. Students following the six-year programs in French and Ukrainian should be registered in 10S. Students continuing with the nine-year French program in senior high school should be registered in 10N. In the 1993-94 school year, students beginning the study of French in Grade 10 should be registered in French 13.

(i) Other than French

Locally developed courses in other second languages are also available. Please refer to the **Locally Developed Senior High School Courses Policy** in the **Alberta Education Policy Manual** or contact the **Language Services Branch**, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2 (Telephone 427-2940, Fax 422-1947) for further information.

Δ New information

(ii) French as a Second Language

The new French as a Second Language (FSL) program consists of nine proficiency levels: **Beginning** French 1, 2 and 3, **Intermediate** French 4, 5 and 6 and **Advanced** French 7, 8 and 9. Effective in the 1995-96 school year, the school-leaving standard for French as a second language (minimum standard for credit in French 30) will be **Intermediate** level 6.

Δ New information

For students commencing French as a second language in senior high school, the **Beginning** level will be completed in two courses: French 13 and French 10. For those students having completed the **Beginning** level, the **Intermediate** level will be completed in two courses: French 20 and French 30. The **Advanced** level will be completed in three courses: French 31a, French 31b and French 31c.

(ii) French as a
Second Language
(continued)

Δ New information

The following table indicates the proficiency levels along with the new FSL courses and their present approximate equivalent courses.

Proficiency Level	New FSL Senior High Course Title	Current Senior High Courses		
		Three-year	Six-year	Nine-year
Beginning 1, 2	French 13	French 10		
Beginning 2, 3	French 10	French 20		
Intermediate 4, 5	French 20	French 30	French 10S	
Intermediate 5, 6	French 30		French 20S	
Advanced 7	French 31a		French 30S	French 10N/20N
Advanced 8	French 31b			French 20N/30N
Advanced 9	French 31c			

Schools offering FSL will register students in courses that correspond to their level of proficiency. For example, students having attained **Beginning** level program learning expectations prior to Grade 10 should be registered in French 20. Students having attained **Intermediate** level program learning expectations prior to Grade 10 should be registered in French 31a.

French 13 is a course designed to help students to attain **Beginning** level 1, 2 proficiency in order to enter into the French 10, 20, 30 program. This course, intended for students who have not taken French prior to senior high school, may be offered in regular classes or through distance learning. Senior high schools may not need to offer French 13 if a **Beginning** level program is offered in the jurisdiction before Grade 10. It is expected that the majority of students in Alberta will have attained **Beginning** level proficiency (French 13 learner expectations) prior to senior high school. French 13 will not be eligible for the Rutherford Scholarship requirements effective the 1992-93 school year. For further information, please see **The New Senior High School French as a Second Language Program: Questions and Answers**, June 1991 available from the Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750).

The new FSL courses will be implemented provincially according to the following schedule:

	Implementation of New Courses	Replacing Present Courses
1993-94	French 13 French 10	French 10 French 20
1994-95	French 20 French 31a	French 10S, French 30 French 30S, 10N/20N
1995-96	French 30 French 31b	French 20S French 20N/30N
1996-97	French 31c	
All new courses are available for optional implementation at least one year prior to the provincial implementation.		

Δ New information

School boards shall develop, keep current, and implement written policy and procedures for French Immersion Programs and French as a second language courses. For more information, please see the **Alberta Education Policy Manual**.

(iii) Concurrent Registration in Languages Other than English

Δ New information

Local school authorities may implement the "concurrent registration" provision which encourages students to register in second language courses that challenge them and at the same time allows them to meet the minimum requirements for scholarships and admission to post-secondary institutions. Under this provision, students are able to register in two second language courses at the same time: a higher level language program course and a lower level language program course. For example, in French, students at the "10" level may register in French 10 and also in one of French 10S or French 10N or French Language Arts 10 or Français 10. In this example, students will receive a final mark for both courses and 5 credits for the higher stream only. The same will apply for concurrent registration at the "20" level. In this way, students continue to learn new skills in French and receive recognition for the minimum course required for scholarships and post-secondary programs.

Students registering concurrently in two language courses are eligible to receive a final mark in both courses and 5 credits in the higher stream only.

At the "30" level, students are eligible to receive a final mark in both courses and credits in both courses. Offering 10 credits for the 30-level courses gives students an increased incentive to complete these higher-level courses. Students may receive up to 20 credits through concurrent registration.

Local school authorities who choose concurrent registration need to develop a system for evaluating student achievement in both French 10-20-30 (the lower-level courses) and the higher-level courses. For further information, refer to **French as a Second Language Student Evaluation Guide**, available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

Concurrent registration provisions apply to all senior high school students registered in language courses other than English such as French, German and Ukrainian, and other language programs that have lower-level and higher-level course sequences.

For further information on these programs, please contact the **Language Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2940, Fax 422-1947) or your closest Regional Office of Alberta Education (see page 96).

(iv) Second Language Competency Examinations

Δ New information

Local school authorities may implement second language competency examinations in order to provide students with a means of receiving credits and a final mark for second language courses in which they already possess the knowledge, skills and attitudes identified in the program of studies and when it is in the student's best interest.

The second language competency examinations must reflect the full range of knowledge and skills of the programs of study, for example, a balanced assessment of listening, reading, speaking and writing in the four program components: experience/communication, culture, language and general language education.

1 Social Sciences

Though none of the social science options has been designated as a 10-level course, principals may allow Grade 10 students to enroll in any of the 20-level social science options. Similarly, principals may allow Grade 11 students to enroll in 30-level social science courses.

Some faculties will accept two 30-level social science courses for purposes of university entrance. Principals or counsellors are encouraged to consult university calendars and contact pertinent faculties before advising students to include such courses in their programs.

Note: Law 20 and Law 30 are business education courses, not social science courses.

For students who entered Grade 10 as of September 1988, social science courses will not be accepted as substitutes for social studies credit requirements.

m Social Studies

For students who entered Grade 10 before September 1988:

- Social science courses may be applied toward the social studies credits required for graduation.
- High school requirements may be satisfied by successfully completing Social Studies 10 or 13 and Social Studies 20 or 23, or by taking Social Studies 10 or 13 and a minimum of 5 credits in the social sciences.
- Social Studies 20 is the preferred prerequisite for Social Studies 30.

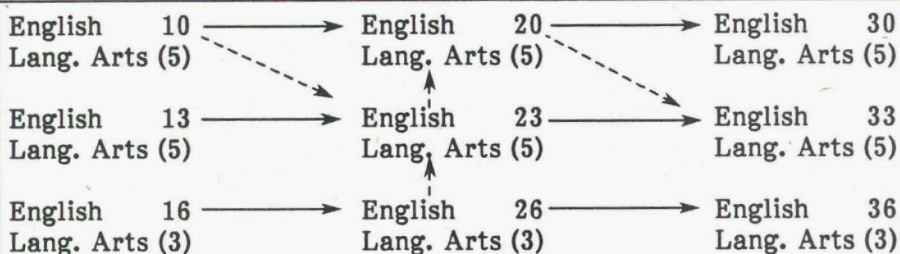
2 Recommended Transfer Points

- Δ New information
- Δ Updated structure

Provincially developed programs are designed to accommodate transfer between course sequences at particular points. The following transfer points are recommended, however, special circumstances may warrant student transfer at other points in the curriculum.

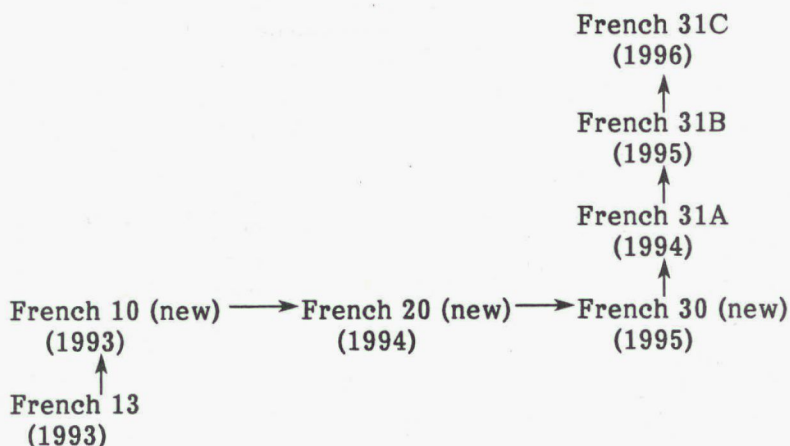
The local school authority shall have a policy that states clearly the criteria to be met by a student who wishes to change program routes.

a English Language Arts Program Recommended Transfer Points



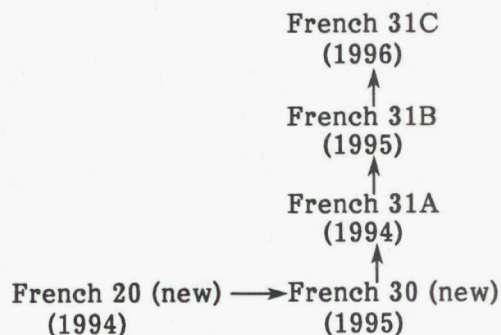
b French as a Second Language Program Recommended Transfer Points

- (i) For Students Commencing French in Senior High School (beginning in 1992 with new course titles)



Note: The implementation year is indicated in parentheses.

- (ii) For Students Who Have Completed the Beginning Level Prior to Grade 10



Note: The implementation year is indicated in parentheses.

- (iii) For Students Who Have Completed the Beginning and Intermediate Levels Prior to Grade 10

French 31C
(1996)



French 31B
(1995)

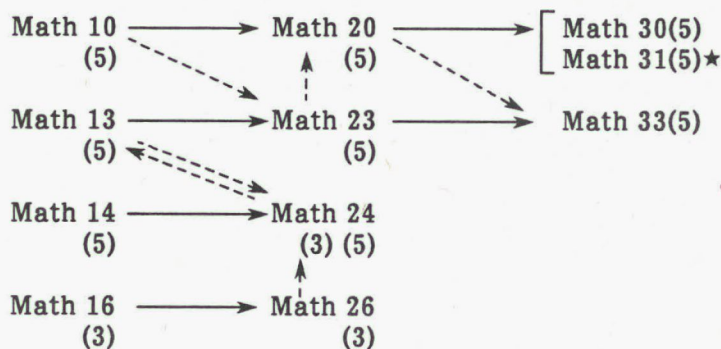


French 31A
(1994)

Note: The implementation year is indicated in parentheses.

c Mathematics Program Recommended Transfer Points

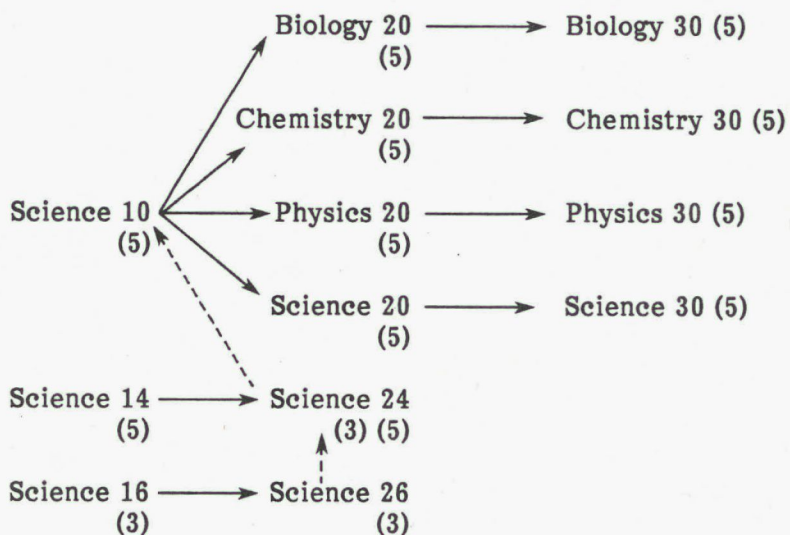
Δ Change in recommended transfer points



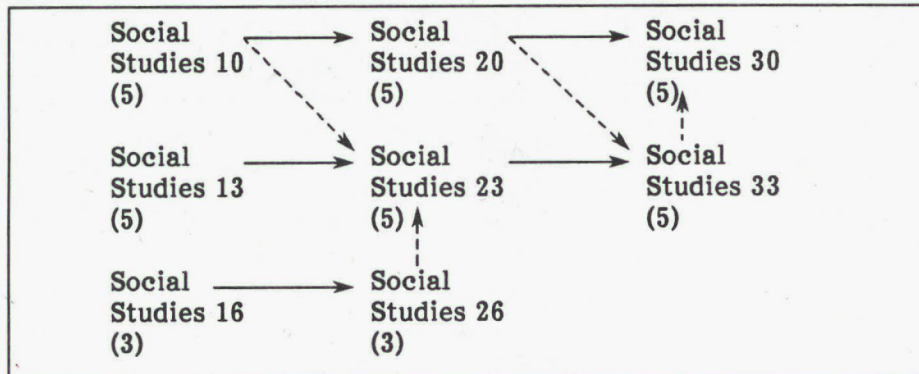
★ Mathematics 30 is the corequisite for Mathematics 31.

d Science Program Recommended Transfer Points

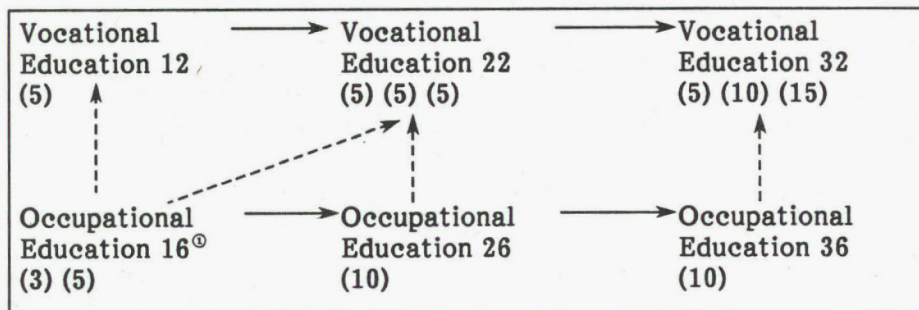
Δ Change in recommended transfer points



e Social Studies Program Recommended Transfer Points



f Occupational to Vocational Education Program Recommended Transfer Points



Administrators may refer to the **Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers** (1991) for further information regarding student transfer to the General High School Diploma route. The manual is available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

3 Instruction in Languages Other than English

a Francophone Program

Section 5 of the **School Act** states that where individuals have rights under section 23 of the **Canadian Charter of Rights and Freedoms** to have their children receive instruction in French, their children are entitled to receive that instruction in accordance with those rights wherever in the province those rights apply. Such students will be referred to elsewhere in this handbook as "students attending francophone programs or schools". School jurisdictions should consult the **Language Education Policy for Alberta** (1988) and the **Alberta Education Policy Manual**. For further information, please contact the **Language Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2940, Fax 422-1947).

① Transfer from a 16-level occupational course directly to a 22-level vocational education course may be considered where there is course equivalency.

b **Immersion Program**

According to section 6 of the **School Act**, a board may authorize the use of French or any other language as a language of instruction. School jurisdictions are asked to consult the **Language Education Policy for Alberta** (1988), as well as the **French Language Immersion Regulation** and the **Languages Other than English or French Regulation** contained in the **Alberta Education Policy Manual**. Additional information is available from the **Language Services Branch**, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2 (Telephone 427-2940, Fax 422-1947).

4 **Academic-Occupational Program**

The Academic-Occupational Program is no longer available. Please refer to the Integrated Occupational Program section for related information.

5 **Integrated Occupational Program**

The Integrated Occupational Program (IOP) is a five-year program that begins in the eighth year of schooling and continues through the twelfth year of schooling. Most students entering the senior high IOP will have completed the junior high program.

As of September 1992, the Integrated Occupational Program is available to students in Grades 8, 9, 10, 11 and 12 in jurisdictions that choose to offer the program. Certificates of Achievement will be awarded to successful graduates of the Integrated Occupational Program as of June 1993. At the end of the 1990-91 school year, the first Integrated Occupational Program Certificates of Achievement were awarded to graduates from schools which field validated the program.

The program is intended for students who require an integrated program that enhances their academic and occupational competencies and their ability to enter into employment and/or continuing education and training. The academic courses focus on the development of knowledge, skills and attitudes necessary for everyday living at home, in their community and on the job. The development in these courses is directed to improving students' capabilities in communication, computation and social relationships. The occupational courses provide the students with the opportunity to apply the concepts, skills and attitudes developed in the academic courses and, at the same time, prepare the students for entry-level job opportunities in eight occupational clusters.

The eight occupational clusters are: **agribusiness, business and office operations, construction and fabrication, creative arts, natural resources, personal and public services, tourism and hospitality, and transportation**. Community partnership is integral to all IOP courses (see page 44, Community Partnerships/Work Experience Programs).

Although academic courses in the Integrated Occupational Program are designated 3-credit courses, schools are encouraged to provide more instructional time than would normally be allocated for a 3-credit course if this will help to ensure student success.

Some students in the Integrated Occupational Program may wish to transfer to the General High School Diploma route. Should this transfer occur, 10 credits in a 36-level course from any occupational cluster will satisfy the two Grade 12 course requirements for the General High School Diploma. Students who transfer to the General High School Diploma route must satisfy the requirements as shown on pages 16 to 22. Within the senior high school Integrated Occupational Program, transfer may occur following completion of 26-level courses. See pages 37 to 39 for the recommended transfer pattern to the General High School Diploma.

To qualify for funding, jurisdictions must be able to demonstrate upon the request of Alberta Education that a five-year program is available to students. Agreements between jurisdictions are possible to fulfill this requirement. For example, one jurisdiction may offer the junior high portion of the program, while another jurisdiction offers the senior high portion. Further information on funding is provided in the **School Grants Manual**.

Further information is provided in the **Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers** (1991), and the **Alberta Education Policy Manual**, available from the **Learning Resources Distributing Centre**, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750).

6 Special Education

Alberta Education makes special provision for the education of exceptional students. Special education support is provided to help local school authorities develop programs for students with educational disabilities as well as programs for gifted and talented students. "Exceptional students" are those students who require a different program or an adaptation or modification to the regular school programs. Further information is provided in the **Alberta Education Policy Manual** available from the **Learning Resources Distributing Centre**, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750).

For further information regarding special education programs, please contact the **Education Response Centres**. The Education Response Centre has two offices, the **Education Response Centre - Edmonton**, 6240 - 113 Street, Edmonton, Alberta, T6H 3L2 (Telephone 422-6326, Fax 422-2039); the **Education Response Centre - Calgary**, 5139 - 14 Street SW, Calgary, Alberta, T2T 3W5 (Telephone 297-4606, Fax 297-5157); or the appropriate **Director, Regional Office of Alberta Education**.

a Program Information

Provision for exceptional students is made by Alberta Education through a program of studies for special education. Curriculum guides are available in the following categories: educable mentally handicapped, trainable mentally handicapped, dependent handicapped, visually impaired and hearing impaired.

Special education students taking curriculum courses for credit will be expected to meet those course requirements. Where a special education student is unable to attend school for the required hours of instruction, the superintendent shall inform the appropriate **Director, Regional Office of Alberta Education**, of the reduction and the circumstances making the reduction necessary.

Resources for Special Education and Guidance and Counselling: An **Annotated List** (1991) can be requested from either the **Education Response Centre - Edmonton** or **Education Response Centre - Calgary**.

b Education Response Centre

Δ Additional information

The **Education Response Centre** provides provincial support in special education, guidance and counselling. It identifies provincial special education needs and designs initiatives to meet the needs of students with disabilities as well as the needs of students who are gifted and talented. Further, it is responsible for developing support documents, planning professional development activities, developing special education policies, establishing a reference centre and operating the **Alberta School for the Deaf and Materials Resource Centres for the Visually Impaired**. The **Education Response Centre** also manages contracts for educational services in young offender centres and for regional assessment and consulting services for sensory multi-handicapped students.

7 Special Project Credits

Special project credits are designed to recognize work undertaken by students on an individual or small group basis and should not be used as a means of offering credits for unapproved courses. Students may enroll in Special Projects 10, 20 or 30. Special Projects 20 and 30 do not have prerequisites.

a Purpose

Special project credits perform two major functions:

- a. Students become involved in the selection, planning and organization of their own programs.
- b. Students pursue activities in which they have considerable interest or ability but which are not within the scope of the regular curriculum or the programs being offered in the school.

b Procedures

Requirements for special project credits are:

- a. Each project shall be carried out under the supervision of a teacher.
- b. Students are required to submit a clearly planned proposal to the principal for approval. The proposal should include:
 - a description or outline of the project
 - the number of hours of work expected to complete the project
 - a method by which the project would be carried out
 - a description of the expected result
 - evaluation procedures as outlined by a teacher
 - an expected completion date
 - name of the supervising teacher.
- c. The principal shall retain a copy of each special project proposal until the project is completed.
- d. The opportunity to earn special project credits shall be available to all students, including those attending an authorized summer school.
- e. The content of the special project need not be related to a specific school subject.
- f. If a special project is related to a specific school subject, the content of the project shall be distinct from and in addition to regular course requirements.
- g. Projects shall be completed and reported to the principal prior to the conclusion of the semester or full term.
- h. Where a project takes a student off campus, the provisions of the Work Experience Education Policy (see **Alberta Education Policy Manual**) shall apply.
- i. Special project credits may be applied toward the Advanced Diploma (as unspecified credits only) and to the General High School Diploma (as either specified or unspecified credits).
- j. Students who successfully complete projects are granted 3 credits for 75 hours of work or 5 credits for 125 hours of work in any one semester, or full term on the approval of the principal.
- k. School jurisdictions shall develop policies to ensure overall consistency and standardization of procedures governing special projects in their schools. Evaluation and reporting procedures should be included in the policy.

Restrictions on special projects are:

- a. Special project credits shall not be awarded for student activities that would be considered a normal part of extra-curricular or co-curricular activities generally offered by a school; e.g., school team sports, school newspaper, yearbook.
- b. In instances where a student enrolls in more than one special project, credits shall not be approved unless the projects vary substantially from year to year or demonstrate increased levels of proficiency.

8 Community Partnerships/ Work Experience Programs

Work experience programs are a major component of the community partnership concept addressed in the policy statement **Secondary Education in Alberta** (1985). They involve cooperative effort by the school and community to further student's personal development, career planning, occupational knowledge and skills. Work experience enhances a student's in-school studies with on-the-job experiential learning activities in business, industry, government and community service.

Work experience programs must have the consent of the student's parent or, in the case of a student who is 16 years of age or older, the student and the Minister (section 37 of the **School Act**).

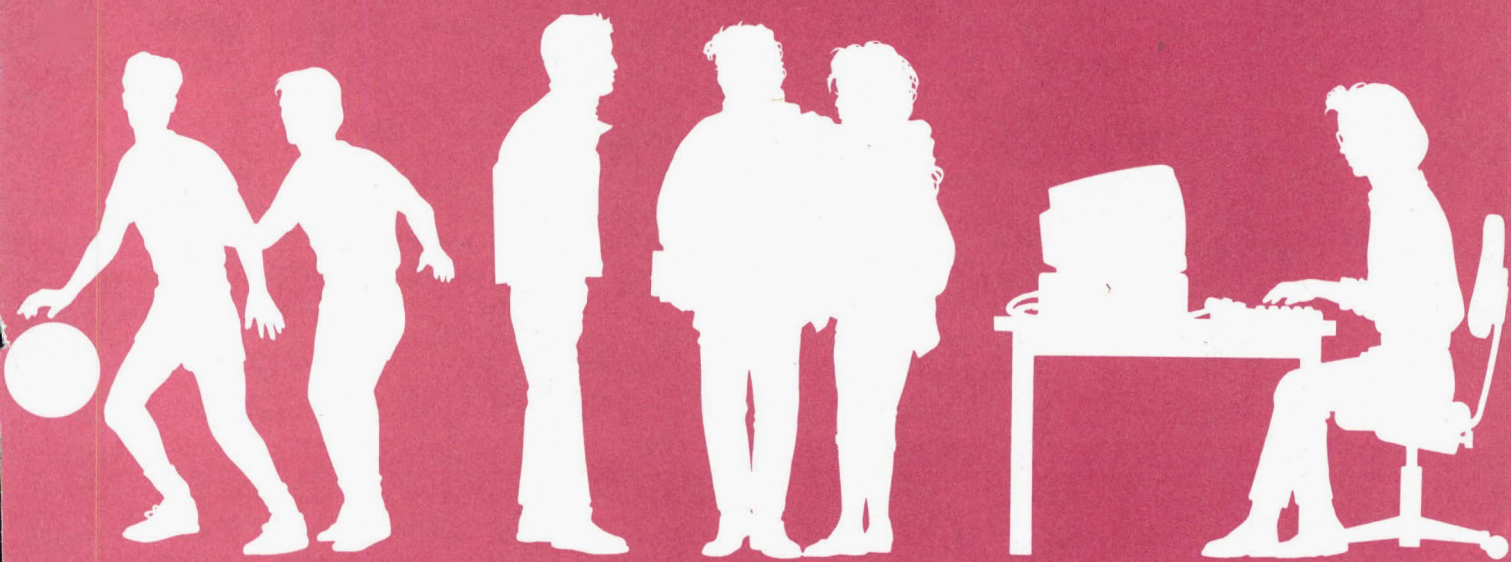
The work experience program of studies has two major components: work study and work experience.

- **Work Study (integrated within a course):** experiential learning activities under the cooperative supervision of the subject area teacher coordinator and employer, and which are undertaken by a student as an integral part of an approved school course.
- **Work Experience 15-25-35 (separate courses for credit):** courses that provide experiential learning activities undertaken by a student as an integral part of a planned school program under the cooperative supervision of a teacher coordinator and the employer.

Specific procedures and legislation about work experience programs are provided in the **Work Experience Program Teacher Resource Manual** (1990) and the **Alberta Education Policy Manual** available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

Community partnerships addressed in the Integrated Occupational Program are included in the **Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers** (1991) available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

Administration



ADMINISTRATION:

Governance of Education



1 The School Act

The **School Act** sets out the legal parameters that govern the education of students in the Province of Alberta. The management, operation and powers of local school authorities are specified by the Act.

The **School Act** gives the Minister the authority to set regulations in particular areas. Regulations provide specificity of matters for which there is regulation-making authority in the Legislation. Regulations have the force and effect of law.

Provincial **policies** outline Alberta Education's position on significant educational issues.

Procedures specify how a policy will be administered. They outline mandatory and discretionary activities, responsibilities and funding mechanisms.

The governance of education in Alberta is guided by the following principles:

- policies and procedures rather than rules and regulations will continue to be used for setting educational goals and directions
- the province will continue to provide consistent direction, while encouraging flexibility and local discretion at the local school authority and school level by keeping regulations to a minimum
- nothing in Alberta Education's regulations, policies or procedures can detract from the objectives and underlying principles of the **School Act**.

2 The Alberta Education Policy Manual

The **Alberta Education Policy Manual** has been developed for local school authorities, accredited private schools and private ECS operators, for the following purposes:

- to communicate the position of Alberta Education on key issues, and the resultant policies, regulations and procedures
- to help local school authorities and schools gain access to provincial resources.

Copies of the **Alberta Education Regulations** are available from the **Legislative Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2041, Fax 422-6507).

Schools operate under the direction of the local school authority. All actions undertaken by the principal, as referenced in this handbook, shall be in accordance with local school authority policy. Local policies and procedures shall be consistent with the requirements of Alberta Education.

3 Regulations

The following sections provide a synopsis of regulations relevant to the operation of high schools. For complete regulations, refer to the **Alberta Education Regulations**. The sections of the **School Act** to which these regulations refer are noted, as well as the regulation number.

a French Language Immersion Section 6(2) Alta. Reg. 36/89

This regulation allows a local school board to authorize a French language immersion program by passing a resolution and informing the Minister in writing.

This program is for students who wish to learn French as a second language. The program does not meet the full requirements of students whose parents have section 23 Charter rights.

Notwithstanding section 4 of the **School Act**, the amount of time French is used as the language of instruction in a senior high French immersion program shall be not less than 30% of each school day.

b Home Education Program Section 23(3) Alta. Reg. 37/89

This regulation recognizes a parent's right to choose a home education program, provided that the program meets the requirements of the regulation and is under the supervision of a board.

The regulation provides parents with two alternatives with regard to supervision. They may notify their resident board of their desire to educate their child at home, or they may contact a "willing non-resident board" for supervision and notify their resident board.

Provided the parent meets all the criteria for notification in section 2 of the regulation, and the home education program meets all the requirements of section 3 of the regulation, the board shall then supervise the program. A willing non-resident board must notify the resident board if it is supervising the program.

The regulation also provides for the termination of a home education program when the requirements of the regulation are not met.

c Languages Other than English or French

Section 6(2)

Alta. Reg. 38/89

This regulation allows a local school board to authorize, by resolution, a program that offers instruction in a language other than English or French, by informing the Minister in writing.

English shall be used as the language of instruction for not less than 50% of the day for each student, or the equivalent amount of time for a semestered program.

A board may offer a third language course if English is used for not less than 35% of the day, or an equivalent amount of time in a semestered program.

Section 74(2) of the **School Act** allows a local school board to employ a competent individual to teach a language or culture under the supervision of a certified teacher.

d Private Schools

Section 22(6)

Alta. Reg. 39/89

This regulation sets out the requirements for registered and accredited private schools.

The application for registration sets out the minimum requirements to be provided for registration and the additional requirements for accreditation.

e Student Evaluation

Section 25(3)(c)

Alta. Reg. 40/89

This regulation describes how provincial tests, examinations or other methods of evaluating students' achievement are conducted. It provides for a directive to be issued that will outline Alberta Education's administrative and procedural requirements for evaluating students.

The regulation also provides for the eviction of a person from an examination, and the right to appeal such decision; for the security necessary for an evaluation, penalties for violating that security, and an appeal mechanism and for a review of the results of an evaluation and an appeal of that decision to the Minister.

f Student Record

Section 18(8)

Alta. Reg. 213/89

This regulation sets out a list of what the student record (established and maintained by the local school board), shall contain and the length of time it must be retained. It also deals with access to the record.

g French Language Education

Section 5(2)

This regulation, still under development, addresses the right to a French language education in accordance with section 23 of the **Canadian Charter of Rights and Freedoms**.

4 Provincial Policies

The **Alberta Education Policy Manual** contains provincial policies that affect the operation of schools. It is available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750). The following policies are particularly relevant to senior high school:

a	Education Programs	Policy	Document Number
		Delivery of Basic Education and Instruction	
		Public and Separate Schools	02-01-01
		Early Childhood Services	02-01-02
		Private Schools	02-01-03
		Home Education	02-01-04
		Extension	02-01-05
		Native Education Projects	02-01-06
		Controversial Issues	02-01-07
		Distance Education	02-01-08
		Special Education Services	
		Special Education	02-02-01
		Education and Training of Adults with Special Needs	02-02-02
		Students in Institutions	02-02-03
		Resident Students of Government	02-02-04
		Official and Other Languages	
		French as a Second Language and French Language Immersion	02-03-01
		Languages Other than English or French	02-03-02
		English as a Second Language	02-03-03
		Practical Arts	
		Academic-Occupational	02-04-01
		Integrated Occupational	02-04-02
		Vocational Education	02-04-03
		Off-campus Vocational Education	02-04-04
		Work Experience Education	02-04-05
		Community, National and International Education	
		Community Schools	02-05-01
		Foreign Students	02-05-02
		Resources	
		Materials Resource Centres	02-06-01
		Regional Resource Centres	02-06-02
		School Libraries	02-06-03
		Guidance and Counselling Services	
		Guidance and Counselling	02-07-01
b	Referrals and Appeals	Special Needs Tribunal	03-01-01
		Attendance Boards	03-02-01
		Review by the Minister	03-03-01
c	Provincial Monitoring, Evaluating and Auditing	Student Evaluation	04-01-01
		Teacher Evaluation	04-02-01
		Program, School, and School System Evaluation	04-03-01

d	Operations Management	<i>Policy</i>	<i>Document Number</i>
		Disposition of Property	05-01-01
		Insurance	05-02-01
		School Capital Funding and School Buildings and Tendering	05-03-01
		School Closure	05-04-01
		Certification of Teachers	
		Practice Review of Teachers	05-05-01
		Certification of Teachers	05-05-02
		Superintendent of Schools	05-06-01
		Local Program and Course Approval	
		Locally Developed Senior High School Courses	05-07-01
		Locally Developed Religious Studies Courses	05-07-03
		Ministerial Approval of Courses, Education Programs, or Instructional Material	05-07-04
		Chemical Management	05-08-01
<hr/>			
e	School Finance	School Funding	06-01-01
		Basic Learning Resource Acquisition	06-02-01
		Secondary Education Implementation Credit Allocation Grant	06-03-01
<hr/>			
f	Communicating Education Results	Annual Education Report	07-01-01
<hr/>			
g	Ministerial Orders and Directives	Goals of Education	08-01-01
		Goals of Schooling	08-02-01
		Desirable Personal Characteristics	08-03-01
		Information Bulletin on Human Sexuality Education	08-04-01
		Information Bulletin on AIDS	08-05-01

5 Handbooks and Bulletins

Handbooks and bulletins are developed to assist local school authorities, administrators and teachers to implement the objectives and underlying principles of the **School Act**.

There are three handbooks available: the **Elementary School Handbook (ECS to Grade 6)**, the **Junior High School Handbook** and the **Senior High School Handbook**.

Δ Updated information

The following bulletins and reports are produced each year by the **Student Evaluation Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2**:

General Information Bulletin - Grade 12 Diploma Examinations Program

Diploma Examinations Program - Annual Report

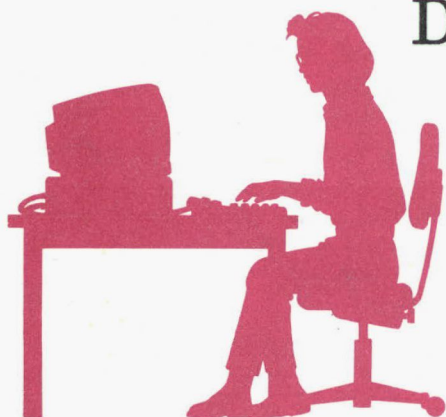
Examiners' Reports for English 30, English 33, Français 30, Social Studies 30, Mathematics 30, Biology 30, Chemistry 30 and Physics 30

Diploma Examinations Subject Bulletins for English 30/33, Français 30, Social Studies 30, Mathematics 30 and Sciences.

They are available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

ADMINISTRATION:

Instructional Delivery



1 Program of Studies

A course or a program of studies is issued under the authority of the Minister under section 25 of the **School Act**. It outlines the mandatory requirements of the course or program. Courses or programs of study under development will contain the following components:

- Philosophy and Rationale
- General Learner Expectations
- Specific Learner Expectations.

The **Program of Studies: Senior High Schools** (1990) document and 1991 Amendments are available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

2 Curriculum Support Resources for Teachers

The provision of curriculum support is a responsibility shared by local school authorities and Alberta Education. Materials and activities are designed to help teachers implement the course or program of studies. Support materials include both print and non-print items; support activities include orientation sessions and/or workshops. Information about curriculum support materials and activities is available from the **Curriculum Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2984, Fax 422-3745).

3 Student Learning Resources

Alberta Education approves student learning resources that fall into two categories: basic and support.

Basic learning resources and a number of support learning resources are available from the **Learning Resources Distributing Centre**.

Information about each learning resource carried by the **Learning Resources Distributing Centre** is included in the **Learning Resources Distributing Centre Annual Buyers Guide** and its supplements. Price, grade level, author and publisher are referenced. The **Buyers Guide** is available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

A 25% subsidy is applicable to basic learning resources purchased from the **Learning Resources Distributing Centre** by eligible or approved school authorities.

a Basic Student Learning Resources

Basic student learning resources are those authorized by Alberta Education as the most appropriate for addressing the majority of learner expectations of the course(s), or substantial components of the course(s). They are also the most appropriate resources for meeting general learner expectations across two or more grade levels, subject areas, or programs as outlined in provincial programs of study. These may include any resource format; e.g., print, computer software, manipulatives or video. Basic student learning resources are available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

b Support Student Learning Resources

Support student learning resources are those resources authorized by Alberta Education to assist in addressing some learner expectations of the course(s) or components of the course(s); or to assist in meeting learner expectations across two or more grade levels, subject areas, or programs as outlined in the provincial programs of study. These may include any resource format; e.g., print, computer software, manipulatives or video.

Δ New information

The LRDC has historically been carrying "support" student learning resources in stock. However, a major policy shift occurs April 1, 1992:

1. As of December, 1991 the LRDC carries authorized "support" student learning resources for at least one full fiscal year (April 1 to March 31) after authorization.
2. Commencing April 1, 1992 the LRDC will discontinue carrying authorized "support" student learning resources presently carried and listed in the **Buyers Guide** and supplements to November 8, 1991 where:
 - annual sales are 10 units or fewer (544 resources), and
 - there are a sufficient number of "basic" learning resources available.
3. Commencing April 1, 1993 the LRDC will discontinue carrying authorized "support" student learning resources after one full fiscal year (April 1 to March 31) if the:
 - actual sales are below 50 units, and
 - forecast of sales for the next fiscal year is also below 50 units.

However, the LRDC will continue to carry those learning resources that sell less than 50 if:

- there are an insufficient number of "basic" or other resources available, and
- student enrollment is very low.

For more information, contact the **Learning Resources Distributing Centre, Customer Service and Sales, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

**c Locally Developed/
Acquired Student
Learning
Resources**

A local school authority may develop or acquire instructional materials for use in programs or in schools under section 44(2)(a.1) and in accordance with section 25(1)(d) of the **School Act**.

In developing/acquiring instructional materials, the local school authority should take into account such criteria as curriculum fit, criteria for promoting tolerance and understanding, appropriateness for child developmental levels and criteria for instructional design.

**d Learning
Resources for the
Visually Impaired**

The Materials Resource Centres (MRC) for the Visually Impaired in Edmonton and Calgary provide alternative format and curriculum materials (e.g., braille, large print and audiotape) as well as equipment for visually impaired students. For further information, contact: **Materials Resource Centre for the Visually Impaired - North, Main Floor, Edwards Building, 10053 - 111 Street, Edmonton, Alberta, T5K 2H8** (Telephone 427-4681, Fax 427-6683), or **Materials Resource Centre for the Visually Impaired - South, 15, 575 - 28 Street SE, Calgary, Alberta, T2A 6X1** (Telephone 297-4378, Fax 297-4365).

**e Educational
Technology
Resources**

Teaching and learning can be enhanced and improved through the use of educational technology resources. In designing learning experiences for students, consideration should be given to the use of technology to improve the quality of learning and provide more equitable opportunity and access.

Δ New section

The varied capabilities of educational technology resources are the key to their powers. Examples of educational technology resources used in schools are calculators, computers, audio/videotapes, print and non-print materials, film, radio and television. A number of newly developed educational technology resources have emerged for educational use in recent years. These include: networking, telecommunications, distance education, videodiscs, CD-ROM discs, hypermedia, multimedia, satellites, expert systems and interactive media.

The conventional educational technology perspective typically is a look at the hardware and software used by educators to teach students. A more inclusive perspective of educational technology and education is emerging that not only envisions technology as a teacher and student tool that can enhance teaching and learning, but also views educational technology as a force that can modify

the way teaching and learning are carried out. Many educators have found that educational technology has the potential to improve teaching and learning in areas, such as:

- imparting information and skills
- diagnosing and prescribing instruction
- motivating students to learn
- managing student progress
- managing learning resources
- planning curriculum and learning resources to meet students' needs
- helping students integrate and understand information
- evaluating
- problem solving
- providing guidance and career counselling
- modelling values and behaviours
- delivering education at a distance.

Over the years, a number of educational technology resource agencies have been established in Alberta to facilitate the development, delivery and implementation of educational technology resources. These agencies include: school libraries/ learning resource centres, district learning resource centres, regional film/learning resource centres, and the **ACCESS Network**.

The educational technology resources area changes and evolves rapidly. Identifying trends is very important to avoid costly mistakes in purchasing and training. For example, a recent summary of educational technology trends indicates:

- technology is facilitating a shift in student and teacher roles
- the computer is becoming the dominant educational technology
- many technologies are merging and/or interconnecting through the use of digital communication with the computer at the centre
- telecommunications (e.g., facsimile machines, satellite transmissions, audio teleconferencing, electronic messaging) and distance education are expanding at a fast pace
- school and private sector technology partnerships are increasing.

For further information on educational technology resources, applications, trends and planning, contact **Evaluation and Standards, Policy and Planning Branch, Planning and Information Services Division, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2 (Telephone 427-8225, Fax 422-5255).**

4 Alberta Distance Learning Centre (formerly the Alberta Correspondence School)

The Alberta Distance Learning Centre can enhance local educational programs by providing instruction to students for whom classroom instruction cannot be provided in desired subjects.

a Registration and Fees

Students under 16 years of age who are attending a school operated by a local school authority must obtain the approval of the superintendent, principal or designate, before registering in **Alberta Distance Learning Centre** courses. Students age 16 and over who enroll directly in **Alberta Distance Learning Centre** courses are responsible for paying their own registration fees.

Registration fees for students who are directed to enroll in **Alberta Distance Learning Centre** courses are the local school authority's responsibility. This applies to students of all ages.

Students who are living in unorganized territories or who temporarily reside outside of Alberta may apply directly to the **Alberta Distance Learning Centre**. Alberta Education will assume the registration fees for Alberta students who are under 19 years of age and living in unorganized territories.

Students younger than 19 years of age who are not enrolled in a school operated by a local school authority may enroll in **Alberta Distance Learning Centre** courses through home education. Students are advised to contact their local school board about home education. Registration fees for these students are the local school board's responsibility.

b Monitoring Student Progress

For students who are attending school, the **Alberta Distance Learning Centre** will send status reports on students' progress to principals, at regular intervals throughout the year.

c Additional Local School Authority Responsibilities

The principal, counsellor, superintendent or designate, should help the student select suitable courses, obtain the required textbooks and other materials, establish timetable periods for correspondence study and arrange for writing final tests.

d Student Learning Resources

The Alberta Distance Learning Centre does not lend textbooks that are available from the **Learning Resources Distributing Centre** at **12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

Students attending a school may purchase the required textbooks from the **Learning Resources Distributing Centre** or may obtain books from their school, in accordance with local school authority policies. Out-of-print textbooks, identified in **Alberta Distance Learning Centre** handbooks by a double asterisk, may be borrowed by a student registered in an **Alberta Distance Learning Centre** course, provided the student submits a refundable deposit. Correspondence Education and in particular the new Distance Education Program involves a variety of non-print materials such as computer software, laboratory kits, audiotapes and videotapes which are integral to the program package. Some videos are available from the regional and urban film centres, or from **ACCESS Network**, or schools can acquire software, filmstrips and videos direct from the supplier. In other instances, registered students obtain these learning resources as part of the Correspondence/Distance Education package. Course materials are available to students and schools from the **Learning Resources Distributing Centre** at three sales/distribution outlets.

Distance/Correspondence Education Materials (Grades 1-12):

- Print and some non-print materials are available to all non-Alberta Distance Learning Centre registered students and customers from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).
- Materials are available to Alberta Distance Learning Centre registered students from the **Learning Resources Distributing Centre, (Barrhead distribution facility) Box 4000, Barrhead, Alberta, T0G 2P0** (Telephone 674-5333, Fax 674-6561).
- Materials are available to Alberta Distance Learning Centre registered students and who personally come to register and obtain materials from the **Harley Court Facility, 9th Floor, 10045 - 111 Street, Edmonton, Alberta, T5K 2M5** (Telephone 427-2766).

Other learning resources, such as computer software, laboratory kits, audiotapes and videotapes, which are integral to a correspondence course package, are available to registered students from the **Alberta Distance Learning Centre**. Please consult **Alberta Distance Learning Centre** handbooks and the **Learning Resources Distributing Centre Buyers Guide** and supplements for availability and cost of learning resources.

Further information about the services available, registration procedures, fees and course materials may be obtained by contacting the **Student Services Department, Alberta Distance Learning Centre, Box 4000, Barrhead, Alberta, T0G 2P0** (Telephone 674-5333, Fax 674-6561).

Home Education (through Alberta Distance Learning Centre)

Parents or guardians who wish to provide their children with a home education program using **Alberta Distance Learning Centre** courses must offer the program under the supervision of either their resident or a willing non-resident local school board. The local school board is responsible for the **Alberta Distance Learning Centre** fees for home education students.

For information about home education, refer to **Alberta Education Regulations** and the **Alberta Education Policy Manual**. The **Alberta Education Regulations** are available from the **Legislative Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2041, Fax 422-6507). The **Alberta Education Policy Manual** is available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

5 Distance Education

Alberta Education encourages the use of technology to facilitate access to equitable educational opportunity for all students regardless of location. Through the use of distance education technologies (e.g., facsimile, telephone and audio conferencing, computers and satellite TV), students in small high schools have access to many of the same courses as urban students in large schools.

Inquiries in regard to Distance Education programs should be directed to the **Director, Alberta Distance Learning Centre, Box 4000, Barrhead, Alberta, T0G 2P0** (Telephone 674-5333, Fax 674-6561). Inquiries for material should be directed to the **Learning Resources Distributing Centre, 12360-142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

6 Native Education

Native students in high school may require additional support to help them complete high school programs. Native people throughout the province have stated, however, that they want their children to complete regular secondary school requirements with no reductions in standards. The **Native Education Project** of Alberta Education assists school systems in providing such support to Native students.

The province provides special grants to school systems with significant numbers of Native students. Basic and other classroom resources (print and video), as well as a teacher resource catalogue and Native language programs, have been developed by the **Native Education Project**. Contact the **Native Education Project, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2043, Fax 422-5256), for information on available resources.

The project will also help deal with issues in Native education that concern students, parents and school employees and will provide inservice for teachers and administrators who would like to be more informed about Native education initiatives.

Alberta Education's policy on Native education states all students in Alberta should understand and be aware of Native cultures, lifestyles and heritage. Native issues can be explored in high school social studies, especially in Grade 10. Native issues and culture may also be explored in art, drama, science and other areas of the curriculum. Students, teachers and administrators may also explore Native issues in Alberta through a locally developed Native studies course.

Locally developed Cree and Blackfoot language and culture courses are also offered in the province. More information on these courses is available from the **Language Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2940, Fax 422-1947).

7 School Library Program

Students in Alberta's schools should have access to an effective school library program that is integrated with instructional programs. Such programs improve students' opportunities for achieving the goals of education for Alberta.

In an integrated school library program, the services and activities are not peripheral or supplementary to the school's instructional program; they are an essential and dynamic part of it. The program widens, deepens and personalizes learning by involving students in the planned and purposeful use of resources. The resources are designed to assist them to grow in their ability to find, generate, evaluate and apply information. These information skills will, in turn, prepare students to function effectively as individuals and as full participants in society.

Students' learning experiences should integrate information retrieval and research skills. These skills are best learned within the curriculum. To promote integration, opportunities for cooperative planning between teachers and teacher librarians should be provided.

An integrated school library program attends not only to its formal instructional role, but also to its function as a centre for informal learning. As a resource centre, the school library should be a place where students can pursue their individual educational interests.

For information, refer to **Focus on Learning: An Integrated Program Model for Alberta School Libraries** (1985); **Focus on Research: A Guide to Developing Students' Research Skills** (1990) and the **Alberta Education Policy Manual** available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

For further information on school library programs, contact the **Curriculum Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 422-4872, Fax 422-5129), or the **Provincial Education Consultant, Library and Media, Edmonton Regional Office** (Telephone 427-2952, Fax 422-9682).

8 Educational Technology

Δ Additional information

The knowledge, skills and attitudes relevant to technology and its uses are being incorporated into courses and programs wherever appropriate to enhance students' learning. Students are expected to learn the advantages and limitations of technological developments and their impact upon society. The ability to use selected technologies helps students understand and appreciate the process of technological change, gives added depth to programs and provides the basis for the development of skills and understanding.

a Curriculum Integration

The systematic integration of educational technology is a major focus of our existing and new curricula. Learning can be enhanced through the use of technology to deliver instruction. In designing learning experiences for students, consideration should be given to the use of technological processes and materials in situations where technology helps meet the needs of students, and where it increases the efficiency of program delivery.

Emerging new technologies such as learning management systems (CAI, CML), satellite broadcasts, telecommunications and interactive computer/laser disk systems further provide educators with potential to enhance teaching.

Curriculum integration efforts are illustrated by the new **Junior High Computer Studies Program** (1990), the revised **Junior High Social Studies Program** (1989), the **Writing Process Using the Word Processor Inservice Leader's Manual** (1988) and the **Mathematics Computer Integration Guide** (1990).

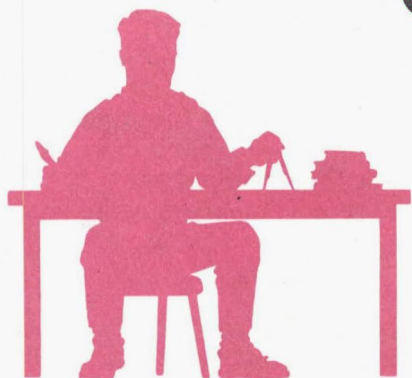
b Planning and Implementation

There is a growing interest in developing educational technology plans to improve and/or change education. This trend is due to the increased recognition of the potential of educational technology by policy makers and educators. Three- to five-year educational technology plans are becoming common at the school and school district levels.

For further information on educational technology integration, applications and planning, contact **Evaluation and Standards, Policy and Planning Branch, Planning and Information Services Division, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-8225, Fax 422-5255).

ADMINISTRATION:

Awarding Course Credits



1 Introduction

After each semester or school year, students shall be awarded credits on the recommendation of the principal, subject to the following:

- The School Program Plan form has been properly completed and forwarded to the appropriate **Director, Regional Office of Alberta Education**.
- The program, as shown in the School Program Plan, is approved by the appropriate **Director, Regional Office of Alberta Education** (or designate).
- The school has complied with the following departmental requirements:
 - instruction is provided by qualified teachers holding valid Alberta teaching certificates
 - instructional time allocated to each subject meets minimum times specified by Alberta Education. Any alternative method of organization shall be indicated under "special circumstances" on the School Program Plan and be approved by Alberta Education
 - the content of each subject follows that outlined in the **Program of Studies: Senior High Schools** and/or course approved by the Minister and/or by the local school authority
 - the senior high school is operated in accordance with the **Senior High School Handbook**
 - changes that occur after the initial submission of the School Program Plan are endorsed and submitted to the regional office by the superintendent (or, in the case of accredited private schools, by the principal) for approval within 30 days of the change
 - student evaluation is carried out in accordance with local school authority policy and is consistent with provincial policy

- school marks in diploma examination subjects and final marks in all other senior high school subjects are endorsed by the principal in accordance with local school authority policy. School marks are subsequently submitted to Alberta Education for recording, at a time and in a manner determined by the Minister.

2 School Program Plan

Before school opens, the School Program Plan form is sent to all schools in which senior high school grades are taught. All secondary schools shall use this form to document their program organization. Detailed instructions are supplied with the form.

By signing the School Program Plan form, the principal and superintendent certify the departmental requirements have been or will be met.

3 Special Circumstances

On the School Program Plan, the principal shall describe all special or unusual circumstances relative to the school's organization. Special provisions in the school plan to accommodate these circumstances shall be approved by the superintendent prior to submitting the School Program Plan to the appropriate **Director, Regional Office of Alberta Education**.

4 Rules Governing Awarding of Credits

- To earn the credits attached to all high school courses, a student shall achieve at least 50% ("C" standing) in each course.
- Credits will not be granted for courses that a student has previously passed and been awarded credits. In the case of a student repeating a course, the higher mark will be recorded on the student's record and transcript.

5 Provisions for Students Affected by Transitional Diploma Requirements

Alberta Education recognizes all course credits earned prior to September 1, 1984 for the awarding of the General High School Diploma.

Students registered in Grade 11 or 12 in September 1988 follow the 1987-88 diploma requirements for graduation. Should circumstances prevent these Grade 11 or 12 students from completing the graduation requirements by 1990, they will be granted a reasonable period (five years from entry into Grade 10) to complete the non-diploma examination course requirements.

Any deficiencies in diploma examination courses shall require the writing of diploma examinations that may reflect new program content.

Students may apply any completed diploma examination subject requirements toward the Advanced High School Diploma, provided they have earned a final course mark of 50% or higher.

6 Course Sequence Transfer

The provision for course sequence transfer enables students to change course sequences, when necessary, to more appropriate levels of challenge. The recommended transfer routes for each program area are given on pages 37 to 39.

(continued)

6 Course Sequence Transfer (continued)

Δ Clarification of course sequence transfer

Students may transfer from a 13-23-33 sequence to a 10-20-30 sequence or from a 16-26-36 sequence to a 13-23-33 sequence or from a 16-26 sequence to a 14-24 sequence as outlined in the Recommended Transfer Points section, pages 37 to 39.

Students who transfer from a 10-20-30 sequence to a 13-23-33 sequence, or from a 13-23-33 sequence to a 14-24 sequence, should transfer into the sequence at the next grade level; for example, from Mathematics 10 to Mathematics 23, or from Mathematics 13 to Mathematics 24. When a student transfers into a less academic sequence, the principal may admit the student with less than a 50% standing. (See Retroactive Credits, pages 62 and 63.)

Circumstances that should be considered when counselling a student to use the course sequence transfer provision include:

- language proficiency; as the student's language proficiency increases, a more academic sequence may provide a more appropriate level of challenge
- the school's ability to schedule the appropriate course route
- the student's ability and motivation.

The local school authority shall have a policy that states clearly the criteria to be met by a student who wishes to change program routes.

7 Prerequisite Standing

A student who has achieved a mark of 50% or higher in a given course shall be eligible to take the next or higher ranking high school course in that sequence. (See Appendix II, pages 82 to 90.)

8 Waiver of Prerequisites and Credits for Waived Prerequisite Courses

Prerequisites shown in Appendix II may be waived by the principal.

If the principal waives a prerequisite then the following conditions must be met:

- the student possesses the knowledge, skills and attitudes identified in the waived course or program of studies
- judgments are made on an individual basis, not for an entire class of students
- it is in the student's best interest.

Δ Examples

For example:

- A student who is waived into English 30 and successfully completes the course will receive waived credits for English 10 and 20.
- A student successfully completing English 13, 23, 33 and 30 receives 20 credits. However, waived credits will not be granted for English 10 and 20 because the student transferred from a lower to a higher level course sequence. The student was not waived into English 30.

Upon successful completion of the next or higher ranking high school course in that sequence, the principal will report, in writing, the waived course or courses to the **Information Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2**. Credits will then be granted for the waived prerequisite course or courses and a "P" or "pass" will be recorded on the student's record and transcript^①.

① A "P" or "pass" mark is not taken into consideration for the calculation of averages for the Rutherford Scholarships or university entrance.

When it is in the best interests of the student to receive both credits and a mark for a course (other than a "P" or "pass"), schools can use the flexibility now available through alternatives to the Carnegie Unit organizational model (see School Organization, page 25) to provide the instruction necessary to complete the course requirements. The student may then be evaluated to determine a percentage mark.

9 Retroactive Credits

The following applies to all regular students (refer to pages 75 and 76 for provisions that apply to mature students).

Students not achieving at least 50% in a course may repeat the course or, subject to the approval of the school principal, take a course in an alternative sequence. Students who successfully complete the next higher level course in an alternative sequence shall be granted credit for the prerequisite course.

The following chart presents the only courses toward which retroactive credits may be applied.

COURSES ELIGIBLE FOR RETROACTIVE CREDITS ^①		
Registered Course Reported Failed Semester/School Year: A	Alternative Course Passed Semester/School Year: B	Courses Eligible for Retroactive Credits Semester/School Year: B
English Language Arts English Language Arts 10 English Language Arts 20 English Language Arts 13	English Language Arts 23 English Language Arts 33 English Language Arts 26	English Language Arts 13 English Language Arts 23 English Language Arts 16
French French Language Arts 10 French 10N French 10S French Language Arts 20 French 20N French 20S	French 30N French 20S French 20 French 30N French 30S French 30	French 10N, 20N French 10S French 10 French 20N French 20S French 20
Mathematics Mathematics 10 Mathematics 10 Mathematics 13 Mathematics 20 Mathematics 14	Mathematics 23 Mathematics 24 Mathematics 24 Mathematics 33 Mathematics 26	Mathematics 13 Mathematics 14 Mathematics 14 Mathematics 23 Mathematics 16
Social Studies Social Studies 10 Social Studies 20 Social Studies 13	Social Studies 23 Social Studies 33 Social Studies 26	Social Studies 13 Social Studies 23 Social Studies 16
Science <u>Prior to 1992-93</u> Biology 10 ^② Chemistry 10 ^② Physics 10 ^② Science 14 <u>1992-93</u> Science 10 Science 14	Science 24 (3 or 5 credits) Science 24 (3 or 5 credits) Science 24 (3 or 5 credits) Science 26 Science 24 (3 or 5 credits) Science 26	Science 14 Science 14 Science 14 Science 16 Science 14 Science 16
^① The reference to Semester/School Year "A" and Semester/School Year "B" is to emphasize that sequential registration and instruction are required. ^② Normally retroactive credits are designed to accommodate students who fail. However, students who pass Biology 10, Chemistry 10 or Physics 10 in semester/school year A and subsequently pass Science 24 in semester/school year B, will receive retroactive credits in Science 14 (5 credits).		

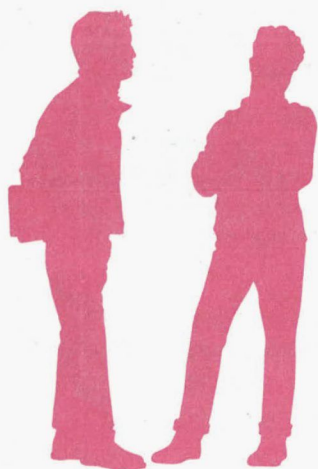
Courses for which retroactive credit has been granted will be recorded as "P" or "pass" on the student's record and transcript.

A student shall be awarded retroactive credits automatically by Alberta Education when all of the following criteria are met:

- The student is registered by the principal in an approved course and receives instruction in the course in Semester "A" or School Year "A".
- At the end of Semester "A" or School Year "A", the principal reports to the **Information Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** that the student has FAILED in the registered course. (A mark of less than 50% must be reported to the **Information Services Branch** and recorded on the student's file in order for the student to be eligible for retroactive credits in the following years.)
- Pursuant to a specific local school authority promotion policy, the student is registered, by the principal, in the next higher level course in an alternative sequence in the following Semester "B" or School Year "B".
- The principal subsequently submits to the **Information Services Branch**, in the appropriate reporting period for Semester "B" or School Year "B", a pass mark in the higher level alternative course completed.

ADMINISTRATION:

Student Placement and Promotion



1 Placements and Promotions

Promotion of students to Grade 10 is determined by the principal of the junior high school, subject to policies of the local school authority and to provisions of the **Junior High School Handbook**.

Placement of students within senior high school is determined by the principal of the senior high school, subject to policies of the local school authority and to provisions of this handbook.

a Grade 10 Students

For the purposes of determining the graduation requirements a student is subject to, the following will pertain: upon promotion from Grade 9 and subsequent placement in Grade 10 in the next school year, the student's Grade 10 year is the school year in which the student receives the first mark (10% or greater) in a high school course as reported to Alberta Education or is registered in the non-credit English as a Second Language 10a program.

Δ New information

b Senior High School Credits for Students in Junior High School

Secondary education programs must recognize and must be adapted to accommodate the wide range of developmental needs, abilities and differences that exist among students.

A junior high school student who is able to demonstrate attainment of the learner expectations of a course in less than the local junior high school's scheduled time may be challenged in different ways. The student may be offered an opportunity to take one or more senior high school courses at either the junior high school or to attend a senior high school part-time.

Δ New section

This will allow a student who has attained the knowledge, skills and attitudes of a junior high course, in less than the recommended time, an opportunity to challenge a subsequent senior high school course. Principals shall not allow a student to replace the

appropriate Grade 9 course with a senior high course. The student must complete the junior high course before attempting the senior high school courses.

If senior high school courses are offered at a junior high school, the junior high school principal shall record these courses on the School Program Plan form. Schools offering senior high school courses to junior high school students shall follow the program of studies developed for those high school courses.

A student will receive credits and marks for high school courses successfully completed. The junior high school principal will forward the student's final marks to the **Information Services Branch** and to the principal of the receiving senior high school.

2 Registration of Students

In September and February of each school year, the **Information Services Branch** will provide the appropriate registration documents to each senior high school offering credit programs.

3 Evaluation of Out-of-Province Educational Documents

Students entering an Alberta senior high school from outside Alberta should submit transcripts, or other official statements of previous standing, to the school they plan to attend. The principal will evaluate these documents in relation to approved high school courses or unassigned credits. The principal will also determine which year the student entered Grade 10. This assessment will be based on the number of credits assigned and will take into consideration the best interests of the student. It will establish the specific requirements needed to obtain a high school diploma, as outlined on pages 16 to 22.

The Council of Ministers of Education, Canada publication **Secondary Education in Canada: A Student Transfer Guide** is designed to assist in the placement of students. This guide is available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

Δ New information

A list of reference materials which may be purchased by schools is available to assist principals in the evaluation of out-of-country documentation. Please contact the **Teacher Certification and Development Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2045, Fax 422-4199) for information on publication names and addresses. The Evaluation Staff of the **Teacher Certification and Development Branch** will be the contact for those principals who, following a review of the reference materials, require consultation.

A copy of the completed evaluation shall be forwarded to the **Information Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2**, for recording purposes. These evaluation forms may be obtained from **Student Records, Information Services Branch**.

Δ New information

In the case of a dispute over the number of high school credits to be awarded which cannot be resolved at the level of the local school authority, the student has the right to appeal to the **Special Cases Committee**. This committee, which is the final procedural level in the appeal process, deals with all matters requiring the interpretation and application of policy relative to individual students. The **Special Cases Committee** may be contacted by writing to the **Secretary, Special Cases Committee, Alberta Education, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2**. For further information, see pages 75 and 76.

Post-secondary courses are not equated to credits for the General or Advanced High School Diploma but may be evaluated for and applied toward the High School Equivalency Diploma.

Students planning to enter a post-secondary institution in Alberta should submit their documents to the post-secondary institution of their choice. There are no appeal procedures to Alberta Education in these instances.

An Alberta high school diploma shall not be issued solely on the basis of the evaluation of out-of-Alberta credentials. A student in this category who wishes to obtain an Alberta high school diploma is required to complete a minimum of 5 approved credits as prescribed by a school principal.

The required credits shall be completed in one or more of the subject areas specified under the diploma requirements, exclusive of physical education, and at a level equal to that of the highest Alberta course equivalent granted through credential evaluation.

A high school principal may appeal to the **Special Cases Committee** for special consideration on behalf of Canadian unilingual francophone students who enter the Alberta school system in their graduating year. For these students, the principal may recommend that Français 30 be accepted in lieu of English 30 or 33 for Advanced or General High School Diploma purposes. The **Special Cases Committee** may be contacted by writing to the **Secretary, Special Cases Committee, Alberta Education, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2**.

4 Exchange Students

Exchange students from another province or country, who wish to complete a course for credit, should be registered with the **Information Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-5739, Fax 422-5255).

Principals should clearly establish the educational and ensuing certification needs of exchange students by direct communication with the schools from which the students came. Principals should ascertain whether graduation from an Alberta high school immediately satisfies admission requirements of post-secondary institutions in that country upon their return. If so, and an evaluation for the purposes of issuing an Alberta high school diploma will be required, the principal will evaluate these documents in relation to approved high school courses or unassigned credits. A copy of the evaluation shall be forwarded to the **Information Services Branch**.

If graduation from an Alberta high school program does not immediately satisfy admission to a post-secondary institution in the student's country of origin, a formal evaluation of studies completed in the country of origin is not necessary and only high school registration is required.

Any formal statement of academic achievement required by the school of origin would be issued by Alberta Education and would reflect only the courses the student actually completed in an Alberta school during the exchange period.

Exchange students seeking Alberta high school credits in a diploma examination course must write a diploma examination on the same terms as any Alberta student.

Δ New information

The English 30 and 33 Diploma Examinations must be written in English and the Français 30 Diploma Examination must be written in French. The Social Studies 30, Mathematics 30, Biology 30, Chemistry 30 and Physics 30 must be written in either English or French.

ADMINISTRATION:

Student Achievement in Senior High School Subjects



1 Introduction

Regulations governing the evaluation of students have been developed under section 25(3)(c) of the **School Act**. These are outlined on pages 46 and 47 of this handbook and are included in detail in the **Alberta Education Policy Manual**. The **Alberta Education Policy Manual** is available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

The provincial policy regarding student evaluation is located in the **Alberta Education Policy Manual**. Each local school authority shall develop and implement a student evaluation policy.

The current editions of the **General Information Bulletin - Grade 12 Diploma Examinations Program** and the **Diploma Examinations Program - Annual Report** can be consulted for an extensive discussion of student evaluation.

2 Reporting Student Achievement in Senior High School Subjects

Alberta Education maintains an individual Alberta Education Student Record for every Alberta high school student. The record is usually created during the student's Grade 9 year, and is subsequently used to provide a complete and accurate reflection of the student's high school achievement, inclusive of courses reported as **passed** or **failed**. Achievement in all completed high school credit courses is to be reported to the **Information Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2**.

Marks shall be reported through the **Non-diploma Examination Courses, High School Results Statement forms, Diploma Examination School Marks Checklists**, or by computer tape for approved users.

Schools or local school authorities that wish to adopt computer tape reporting shall apply to the **Information Services Branch** for permission, no later than September 30 in any school year for

implementation in the subsequent school year. An application must provide a complete description of the local computer system currently in use and allow sufficient time for Alberta Education to evaluate and test the proposal.

Alberta Education records a course as completed if a mark of 10% or greater is awarded and reported.

Only school-awarded marks of 10% or greater shall be reported to the **Information Services Branch** in either diploma examination courses or non-diploma examination courses.

Only one mark per course in any one semester will be accepted and added to a student's record. Principals and/or students must withdraw duplicate or multiple registrations in the same semester (reporting period) prior to the time lines established for marks reporting by the **Information Services Branch**.

Once reported to Alberta Education, final marks in all completed courses, whether the course is passed or failed, shall not subsequently be deleted from the student's record. In those instances when a principal discovers an error has been made in reporting a course, credits or mark, Alberta Education will adjust the student's record upon receipt of written notification from the principal of the school in which the error occurred.

School marks in diploma examination courses are to be reported to the **Information Services Branch** by the first day of the diploma examination schedule, in a format specified by the **Information Services Branch**, or as otherwise directed.

School-awarded marks in all non-diploma examination courses are to be reported using the Non-diploma Examination Courses, High School Results Statement, or by computer tape, no later than two weeks following the completion of the respective diploma examination session or as otherwise specified by the **Information Services Branch**. For each course, excluding the diploma examination courses, the school will identify the course code, credits earned, semester, grading, and language of instruction if other than English. Schools will receive additional instructions as required throughout the year.

3 Grade 12 Validation Statement

Alberta Education attempts to confirm the accuracy of each student's high school record by issuing to each Grade 12 student, in the late fall of their Grade 12 year, a **Student Record Validation Statement**. This validation statement is produced from the Alberta Education student record. The statement shows the student's complete high school achievement record, at the time of issuance, and lists all courses completed, passed or failed. Principals are asked to confirm the accuracy of this record. Any change in course information shall be authorized by the principal of the school in which the courses were completed. All forms are to be returned to the **Information Services Branch** within the time specified.

4 Grade 12 Exemptions for Transfer-in Students

Δ New section

Out-of-province Grade 12 students who transfer into Alberta schools anytime during the school year will be exempted from CALM 20 and Physical Education 10. These students will still be required to achieve the necessary minimum requirement of 100 credits to earn a high school diploma.

For the purposes of this exemption, a Grade 12 student will be defined as one who will graduate in the school year the student transfers into an Alberta school.

5 Grade 12 Diploma Examinations Programs

Students are required to write diploma examinations in the following courses:

Biology 30
Chemistry 30
English 30 and 33
Français 30

Mathematics 30
Physics 30
Social Studies 30

A diploma examination will be developed for Science 30. Diploma examinations are available in the French language for all diploma examination courses except English 30 and English 33. Students may elect to write either the French or English language version of the respective examination.

Students who are expelled from school or from a diploma examination course on December 1 in the first semester, or on May 1 in the second semester, or later in any of the semesters, may apply in writing to the **Executive Secretary, Special Cases Committee, Alberta Education, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2**, for permission to write the Grade 12 diploma examinations.

Pursuant to such a request, the **Special Cases Committee** will review a report from the principal giving the achievement and attendance of the student(s) and the circumstances that resulted in expulsion, and will decide whether the student(s) concerned may be granted permission to write the diploma examinations.

Permission from the **Special Cases Committee** to write a diploma examination does not waive the requirement for a school mark to be shown in the student record in order that a final mark be produced for official transcript purposes.

The diploma examination programs consist of course specific examinations based on the **Program of Studies: Senior High Schools**. Administrators should refer to the annual publication **General Information Bulletin - Grade 12 Diploma Examinations Program** for complete information.

a January and June Diploma Examinations

Examinations are written at all high schools offering the diploma examination courses. All students currently enrolled in diploma courses are to be registered for the examinations with the **Information Services Branch** by their high school principal.

All others must register with the **Student Evaluation Branch**. Registration is achieved by completing a diploma examination application available through high school principals and **Regional Offices of Alberta Education** and forwarding it to the **Student Evaluation Branch** by the due date as published in the **General Information Bulletin**.

b August Diploma Examinations

August diploma examinations are written only at a number of selected centres throughout the province.

Special writing centres outside Alberta are **not** authorized for the August diploma examination session.

c Eligibility to Write

- Students currently enrolled in a diploma examination course are required to write the diploma examination in that course before credits are awarded.
 - Students who have been previously awarded credit for the course may write the diploma examination upon application.
 - Mature students, as defined on page 73 of this handbook, may write the diploma examination upon application, without taking regular instruction.
-

d Special Provisions

Students who require special provisions in order to write the diploma examination may request:

- that the examination be provided in Braille, large print or audio cassette
- that variation in writing time, place or mode of response be permitted
- exemption from writing an examination
- other adjustments as approved by the **Special Cases Committee** on request.

Administrators are directed to the policies on Special Examination Provisions for Learning Disabled Students and Special Examination Provisions for Physically Disabled Students, listed in the **General Information Bulletin - Grade 12 Diploma Examinations Program**.

Application, together with the required documentation regarding special needs students, shall be made by the school principal to the **Student Evaluation Branch**, as soon as possible and not later than 90 days before the first examination date.

Special provisions are granted and applied for a specific examination administration. A renewed application for the special provisions must be requested, in writing, for any subsequent administration.

Students who write their examinations under special conditions will have their transcripts annotated with respect to the special provisions prevailing at the time of writing.

e Special Circumstances

Under certain circumstances, the school-awarded mark may be accepted upon application to and approval by the **Special Cases Committee** (refer to page 77 for further information).

f Examination Results

Following each examination period, students will receive a results statement showing the most recent school-awarded mark, the current diploma examination mark and the subsequent blended mark.

Each school will receive a summary of scores for students registered in that school for each diploma examination. Consult the **Diploma Examinations Program - Annual Report** for assistance in interpreting the scores.

6 Appeal Procedures

a School Course Marks

School principals should inform students of appeal procedures. A student who is dissatisfied with a school-awarded mark may:

- appeal under the policies set by the local school authorities, or
- take the course again.

Changes to non-diploma examination course marks shall be received no later than October 31 of the current school year for marks originating in the previous school year.

b Diploma Examination Marks

A student who is dissatisfied with a Grade 12 diploma examination mark may:

- request a rescore, in writing, to the **Student Evaluation Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2**, in accordance with the terms and date specified on the appropriate results statement
- rewrite the examination at a later administration date.

Although there is no fee for rewriting the Grade 12 diploma examinations, a prepayable fee is required for rescoring an examination. The rescore fee is specified in the current edition of the **General Information Bulletin - Grade 12 Diploma Examinations Program** available from the **Student Evaluation Branch**. If there is an increase of 5% or more on rescoring, the fee is refunded to the student.

The student will receive the result of the rescored examination as the final mark in that diploma examination, even if it is lower than the original mark.

Formal notifications of school mark changes in diploma examination courses shall be submitted to the **Information Services Branch** prior to dates published in the annual **General Information Bulletin - Grade 12 Diploma Examinations Program** for the release of results statements.

Δ New contact

Requests to change diploma examination school course marks after the published dates shall be submitted to **Student Records, Information Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2**, for approval.

7 Diploma Examination Results Statement

A Diploma Examination Results Statement is issued to a student who completes one or more diploma examination courses in a given diploma examination administration. The statement reports the current diploma examination course achievement of a student, combined with the student's most recent school mark in the respective subject, to produce a final mark.

For students who may have two or more school marks, or two or more diploma examination marks in the same course, the final mark for official transcript purposes only, will be a blend of the highest school mark and the highest diploma examination mark achieved in the course within the current and previous two school years.

8 High School Diplomas, Certificates of Achievement and Transcripts

The **Information Services Branch** issues General and Advanced High School Diplomas and Certificates of Achievement to students who meet the graduation requirements. A transcript showing the student's highest achievement in each completed course accompanies the diploma or certificate.

The transcript is produced from the student's Alberta Education student record. Courses deemed **incomplete** for any reason are not reported. Transcripts are annotated with regard to any special conditions that prevail at the time of writing a diploma examination. It is the responsibility of the student to request an updated transcript when additional courses are completed following initial graduation, or as required. For further information regarding graduation requirements, please refer to pages 16 to 22.

9 Provisions for Mature Students

Mature students may earn high school credits without holding the prerequisite courses. For further information, refer to pages 75 to 77.

10 Credits for Private School Instruction

When a registered private school is approved as an accredited private school, students enrolled in the school prior to the change in classification may be awarded high school credits for courses successfully completed prior to the change of classification, subject to the recommendation of the appropriate **Director, Regional Office of Alberta Education**. In these instances, the principal will be responsible for providing the appropriate **Director, Regional Office of Alberta Education**, with a record of the final mark awarded by the private school and an outline of the course for which credits for previous instruction are being granted.

When a student transfers to a school operated by a public or separate school board or an accredited private Alberta high school, from a registered Alberta private school or other non-accredited school, the student may be awarded credits for previous instruction at the discretion of the principal. In these instances, the student will be responsible for providing the principal with a record of the final mark awarded and an outline of the course for which credits are being granted.

When credits for previous instruction are awarded, the principal shall enter a "P" (Pass) in the course mark column (not a grade or percentage score) on the **High School Evaluation Report**.

ADMINISTRATION:

Special Provisions



1 Special Provisions for Mature Students

Mature student status is granted effective September 1 for the subsequent school year. All the necessary criteria must be satisfied prior to September 1 in any year.

- A mature student for Alberta General High School or Advanced High School Diploma credit purposes is one who, as of September 1 of the current school year (the student school year is September 1 - August 31), is:
 - 20 years of age or older; or
 - 19 years of age and who, since reaching the age of 18, has been out of school for eight consecutive months; (the eight consecutive months are required prior to September 1 of the current school year; and students are deemed to be in school if their Alberta High School Student Record lists a high school course completed within the eight-month period, other than by correspondence, private study or summer school [Term 4]; students transferring from outside of Alberta who have attended school within the eight-month period shall not be granted mature student status); or
 - the holder of a previously-awarded Alberta High School Diploma; or an equivalent high school diploma from a jurisdiction acceptable to the Minister.
- The privileges afforded by the granting of Mature Student Status are not applied retroactively to a student's completed course work on file with Alberta Education. The application of Mature Student Status is conditional upon the completion of new course work subsequent to September 1 of the school year in which the status becomes effective.

- When all avenues of appeal have been explored at the jurisdictional or local school authority level, and a dispute or uncertainty as to whether or not a person qualifies for mature student status still exists, cases may be submitted in writing to the **Special Cases Committee, Alberta Education, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (see pages 77 and 78).

- Mature students enrolled in credit courses must be registered with the **Information Services Branch**.
- A mature student may earn senior high school credits after successfully completing:
 - courses offered in a regular accredited school
 - courses offered under extension programs
 - courses offered by the **Alberta Distance Learning Centre**
 - a diploma examination conducted by Alberta Education with or without formal course instruction (see page 70 for the list of examination subjects).
- A mature student is eligible to enroll in any course at the senior high school level or to write a diploma examination without holding the required prerequisite courses.
- A mature student who has achieved a standing of 50% or higher in a senior high school course, by any of the alternatives noted above, will automatically be awarded credits by Alberta Education in the normal prerequisite(s) for the course(s) completed.
- Mature students are eligible to receive a General High School Diploma, Advanced High School Diploma or Certificate of Achievement upon completing the normal requirements. They are not, however, required to complete Physical Education 10 or Career and Life Management 20.

Note: Many local school authorities offer comprehensive programs for mature students in both credit and non-credit areas. Interested mature students should consult their local school authority for details of such programs.

2 High School Equivalency Diploma

There are two ways to achieve a High School Equivalency Diploma.

Alternative 1

A person, 18 years or older, who is deficient in the credits needed for a General High School Diploma, and who has been out of school for at least 10 consecutive months, and who wishes to obtain a High School Equivalency Diploma, the student should apply to the principal of the high school in the community. The principal will forward a letter indicating that these requirements have been met to the **Information Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2**. All necessary documents should be included with the letter.

Δ Clarification

The student shall obtain 100 school credits as set forth below:

- A minimum of 60 credits must be gained through classroom instruction in a school, or other institution accredited by or acceptable to (for out-of-province students) Alberta Education, offering approved senior high school courses, as follows:
 - a high school course in mathematics 5 credits
 - a high school course in science 3 credits
 - English 30 or 33 5 credits
 - one other Grade 12 course 5 credits
 - additional high school courses 42 credits
- A minimum of 40 additional credits, which must be earned as follows:
 - additional high school courses
 - additional approved adult education courses under recognized agencies (e.g., public colleges, institutes of technology, extension divisions of universities, adult evening classes), and/or
 - a maximum of 15 credits for maturity, according to the following scale:

age 21-24 (inclusive)	5 credits
age 25-29 (inclusive)	10 credits
age 30 and over	15 credits
 - a maximum of 5 credits for extensive travel
 - a maximum of 5 credits for extensive reading or private study.

Alternative 2

A person, 18 years or older, who has been out of school for at least 10 consecutive months, who passes all 5 tests in the General Educational Development (G.E.D.) test battery with a minimum standard score of 45 or better, and meets the eligibility requirements, will be granted a High School Equivalency Diploma. Further information regarding the G.E.D. program may be obtained from the **Student Evaluation Branch** or the nearest **Regional Office of Alberta Education**.

3 Special Cases Committee

a Frame of Reference of the Committee

The committee deals with all matters that require the interpretation and application of policy relative to the programming for an individual student, as suggested under Functions of the Committee, page 78.

This committee is the final procedural level in the appeal process, outside of the Minister of Education. All other avenues of appeal must be explored at the level of the local school authority before making application for appeal to this provincial body.

b Membership of the Committee	<p>The committee is chaired by the Director, Student Evaluation Branch and composed of four other directors of Alberta Education or their designates as approved by the Chairman.</p>
c Functions of the Committee	<p>Specific examples of matters dealt with by the committee include the following:</p> <ul style="list-style-type: none"> a. determining the number of high school credits to be awarded to out-of-province students who have appealed the evaluation given by the school in Alberta b. ruling on whether or not students who have been expelled from school should be permitted to write diploma examinations c. ruling in instances of disputed evaluation or instances of disputed diploma requirements★ d. ruling on student evaluation or diploma requirement matters where no policy or precedent exists e. determining "mature student" status in individual cases f. reviewing cases where retroactive credits are in dispute g. determining the variations in practice which may be permitted in the writing of examinations by students seeking a General or an Advanced High School Diploma. <p>★ Both a school mark and an examination mark are required to calculate a student's final mark for official transcript purposes. Permission from the Special Cases Committee to write a diploma examination does not waive the requirement for a school mark to be reported for the student record.</p>
d Directions for Contacting the Committee	<ul style="list-style-type: none"> a. Students shall be informed of their right to appeal to the Special Cases Committee. b. Teachers, principals, students or other individuals in the province, who have explored all avenues of appeal at their jurisdictional or local school authority level and feel they have a case requiring special consideration should apply, in writing, to the Executive Secretary, Special Cases Committee, Alberta Education, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2. The written submission should provide reasons for the need to appeal and a rationale in support of the appeal. c. Persons who appeal to the Special Cases Committee shall concurrently advise the principal of the school and the superintendent of the local school authority where the student received instruction. d. Upon receiving notice of the appeal, the principal shall submit a written report to the Special Cases Committee outlining recommendations related to the appeal.

Appendices



Appendix I: Articulation with Alberta Apprenticeship and Trade Certification

The following information is provided to help schools and students with plans for their vocational high school programs as they relate to the Alberta Apprenticeship and Trade Certification programs.

a. Recognition of Alberta Vocational High School Subjects by the Institutes of Technology and Community Colleges

Advance placement may be granted by an institution on the basis of proof of successful completion of a high school vocational program (business or technical) and/or by obtaining a passing grade in an institution-administered entrance examination. To do so, arrangements must be made for individualized programs.

Students wishing to take advantage of these articulation provisions should write to the registrar of the institute of technology or community college by April 15, giving details of the high school program completed, or to be completed, and stating the post-secondary program in which they are interested. The institutions involved will communicate with students regarding specific information.

b. Articulation with the Alberta Apprenticeship and Trade Certification

Some vocational high school programs are similar to the junior periods of some apprenticeship programs. There are particular similarities between the following Alberta Education and Alberta Apprenticeship and Trade Certification programs:

Building Construction .	Carpenter Apprenticeship
Electricity	Electrician Apprenticeship
Pipe Trades	Plumber Apprenticeship
Pipe Trades	Steamfitter Apprenticeship
Automotives	Motor Mechanic Apprenticeship
Auto Body	Auto Body Mechanic Apprenticeship
Sheet Metal	Sheet Metal Mechanic Apprenticeship
Machine Shop	Machinist Apprenticeship
Electronics	Electronic Technician Apprenticeship
Electronics	Communication Electrician Apprenticeship
Related Mechanics	Agricultural Mechanic Apprenticeship
Welding	Welder Apprenticeship
Food Preparation	Cook Apprenticeship
Beautician	Beautician Certification

A person who presents to apprenticeship authorities of Alberta Career Development and Employment at least 35 credits in one of the vocational high school programs (except beauty culture), and an acceptable application for apprenticeship in the corresponding apprenticeship program, may be granted apprenticeship credits on the following basis:

- For **building construction, electricity, automotives, machine shop, electronics, plumbing and steamfitting**—upon recommendation of the employer—twelve months of time credit (three months each of four twelve-month periods) and first and second period technical credit upon passing the examinations for these periods.
- For **appliance servicing**—upon recommendation of the employer, twelve months of time credit (four months each of three 1600 hour periods) and first period technical credit upon passing the examination.
- For **electronics into the communication electrician apprenticeship**—upon recommendation of the employer, credits arranged by evaluation of credentials. There are four "craft" areas in the apprenticeship program beyond the first period level.
- For **welding and food preparation**—upon recommendation of the employer, twelve months of time credit (four months each of three twelve-month periods) and first period technical credit upon passing the first period examination.
- For **auto body**—upon recommendation of the employer, one period of time credit (600 hours each of three 2100 hour periods) and first period technical credit upon passing the first period examination.
- For **sheet metal**—upon recommendation of the employer, one period of time credit (450 hours each of four 1800 hour periods) and first and second period technical credit upon passing the examination for these periods.
- For **related mechanics**—no accreditation arrangements.

- For beautician—new accreditation arrangements:
 - All students graduating with 55 credits must find an employer willing to indenture them as an apprentice. The application for apprenticeship will result in a student receiving notice to appear for the theory examination, and being informed they need to serve two 700-hour periods of work experience before attempting the practical examination. When all requirements are met, the student will receive a Completion of Apprenticeship Certificate and a Journeyman Certificate.
 - High school (vocational) students with less than 55 credits, but more than 700 hours of instruction from an approved school, will be required to find an employer and indenture as an apprentice. Upon presentation of documented proof of the above, the student may receive technical credit for the first apprenticeship period. On the employer's recommendation, the student may attempt the first period examination. With an employer's recommendation, an apprentice may also be granted work experience credit for the first period of apprenticeship, up to the maximum hours of time spent in school instruction. **Note that applicants in this category may not attempt second period examinations.** Apprentices must attend second period apprenticeship training and complete 1400 hours of work experience. Following this, apprentices may challenge the theory and practical examinations and, if successful, will receive a Completion of Apprenticeship Certificate and a Journeyman Certificate.
 - Students receiving less than 700 hours of instruction from an approved school must take both periods of apprenticeship technical training. However, with an employer's recommendation, an apprentice may be granted work experience for the first period up to the maximum hours of time spent in school instruction.
- A person who presents fewer than 35 credits in one of the articulated vocational programs may expect to be considered for less apprenticeship credit, on the basis of individual performance, upon undertaking the apprenticeship.

Note: Vocational high school credits acceptable for articulation with apprenticeship programs may be altered from time to time, due to changes in programming recommended by provincial advisory committees.

Appendix II: Provincially Authorized Senior High School Courses

Complementary course categories are presented in alphabetical order. Courses within each category are listed in the sequential numerical order of the course codes. Prerequisite courses continue to be indicated by their linear arrangement across the page, or by the line symbol [used to indicate a prerequisite that leads to more than one course.

Grade 10	Grade 11	Grade 12
ENGLISH LANGUAGE ARTS		
1100 English Language Arts 10 .. (5)	2100 English Language Arts 20 .. (5)	3100 English Language Arts 30 .. (5) 3115 English Language Arts 33 .. (5)
1115 English Language Arts 13 .. (5)	2115 English Language Arts 23 .. (5)	
	Any two of: ①	
	2141 Communications 21a (3)	[
	2142 Communications 21b (3)	
	2143 Literature 21a (3)	
	2144 Literature 21b (3)	
English as a Second Language 10a No Credit		
1117 English as a Second Language 10b (5)		
1118 English as a Second Language 10c (5)		
1145 Reading 10 (3) (4) (5)		
1301 Français 10 ^② (5)	2301 Français 20 (5)	3301 Français 30 (5)
LANGUAGE ARTS COURSES IN IMMERSION PROGRAMS		
1304 French Language Arts 10 ^② .. (5)	2304 French Language Arts 20 ... (5)	3304 French Language Arts 30 ... (5)
1313 Ukrainian Language Arts 10 (5)	2313 Ukrainian Language Arts 20 (5)	3313 Ukrainian Language Arts 30 (5)
SECOND LANGUAGES		
1300 French 10 ^③ (5)	2300 French 20 ^③ (5)	3300 French 30 ^③ (5)
1302 French 10S ^③ (5)	2302 French 20S ^③ (5)	3302 French 30S ^③ (5)
1303 French 10N ^③ (5)	2303 French 20N ^③ (5)	3303 French 30N ^③ (5)
1305 French 13 ^④ (5)		
1309 French 10 ^④ (New) (5)		
1315 German 10 (5)	2315 German 20 (5)	3315 German 30 (5)
1322 Italian 10 (5)	2322 Italian 20 (5)	3322 Italian 30 (5)
1325 Latin 10 (5)	2325 Latin 20 (5)	3325 Latin 30 (5)
1345 Spanish 10 (5)	2345 Spanish 20 (5)	3345 Spanish 30 (5)
1355 Ukrainian 10 (5)	2355 Ukrainian 20 (5)	3355 Ukrainian 30 (5)
1356 Ukrainian 10S ^③ (5)	2356 Ukrainian 20S ^③ (5)	3356 Ukrainian 30S ^③ (5)

Δ New French courses

CONTINUED

- ① These courses may not be used as substitutes for English 20 or 23 for students who entered Grade 10 as of September 1988.
- ② Français 10-20-30 replaced the Langue et littérature for francophone students and French Language Arts replaced Langue et littérature for immersion students as of September 1989.
- ③ These course numberings refer to the three-year (French 10), six-year (French 10S, French 20S, French 30S, Ukrainian 10S, Ukrainian 20S, Ukrainian 30S) and nine-year (French 10N, French 20N, French 30N) programs approved in 1980. Students may pursue French 30S for credit purposes after having completed the courses in French 10-20-30. Such students may receive credits in both French 30 and French 30S. The same provision would apply to students who wish to pursue French 30N after completing the French 30S stream. In this way, students can improve their communication skills by taking courses at a more advanced proficiency level.
- ④ This course may be offered by local school authorities in the 1992/93 school year. Provincial implementation will be 1993/94.

Grade 10	Grade 11	Grade 12
MATHEMATICS		
1200 Mathematics 10 (5)	2200 Mathematics 20 (5)	3200 Mathematics 30 ^① (5)
		3211 Mathematics 31 ^① (5)
1216 Mathematics 13 (5)	2216 Mathematics 23 (5)	3216 Mathematics 33 (5)
1225 Mathematics 14 ^② (5)	2225 Mathematics 24 ^② (3) (5)	
SCIENCE		
1230 Biology 10 ^{③④} (3)	2230 Biology 20 ^④ (3)	3230 Biology 30 ^④ (5)
1240 Chemistry 10 ^{③④} (3)	2240 Chemistry 20 ^④ (3)	3240 Chemistry 30 ^④ (5)
1260 Physics 10 ^{③④} (3)	2260 Physics 20 ^④ (3)	3260 Physics 30 ^④ (5)
	2275 Physics 22 ^⑤ (3)	3275 Physics 32 ^⑤ (5)
1270 Science 10 ^⑥ (5)		
1285 Science 14 (5)	2285 Science 24 (3) (5)	
1800 Agriculture 10 ^⑦ (3) (5)	2800 Agriculture 20 ^⑦ ... (3) (5) (10)	3800 Agriculture 30 ^⑦ ... (5) (10) (15)
COMPUTER LITERACY^⑧		
1529 Computer Literacy 10 (3)		
SOCIAL STUDIES^⑨		
1150 Social Studies 10 (5)	2150 Social Studies 20 (5)	3150 Social Studies 30 (5)
1151 Social Studies 13 (5)	2151 Social Studies 23 (5)	3151 Social Studies 33 (5)
PERSONAL DEVELOPMENT		
1415 Health and Personal Development 10 ... (2) (3) (4) (5)	2416 Career and Life Management 20 (3) (4) (5)	
1435 Occupations 10 (2) (3)		
1445 Physical Education 10 (3) (4) (5)	2445 Physical Education 20 (3) (4) (5)	3445 Physical Education 30 (3) (4) (5)
1450 Driver and Traffic Safety Education 10 (2)		

Δ Addition of Science 10

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- ① Mathematics 30 is the corequisite for Mathematics 31.
- ② Mathematics 14 and 24 replace Mathematics 15 and 25.
- ③ The new Biology 10, Chemistry 10 and Physics 10 courses will be implemented in September 1993.
- ④ The current 10-20-30 level courses in biology, chemistry and physics as well as their 30-level diploma examinations will be available to students who entered Grade 10 in the 1991/92 school year, until the end of the 1993/94 school year.
- ⑤ Physics 22 and 32 will be phased out when the new Physics 20 and 30 courses are introduced.
- ⑥ Provincial Implementation of Science 10 is in the 1992/93 school year.
- ⑦ See page 28 for additional information.
- ⑧ Either Computer Literacy 10 or Computer Processing 10 may be used as the prerequisite to Computer Processing 20, but only one will be accepted for credit. In the Computer Processing 10-20-30 sequence or, alternatively, the Computer Literacy 10 – Computer Processing 20 and 30 sequence, a maximum of 15 credits has been set.
- ⑨ See page 36 for additional information.

Grade 10	Grade 11	Grade 12
BUSINESS EDUCATION^①		
	2430 Law 20 (3) (5)	3430 Law 30 (3) (5)
1501 Accounting 10 (3) (5)	2501 Accounting 20 (3) (5)	3500 Accounting 30 (5)
1527 Computer Processing 10 ^② (3) (5)	2527 Computer Processing 20 . (3) (5)	3527 Computer Processing 30 . (3) (5)
1529 Computer Literacy 10 ^② (3)	2540 Marketing 20 (3) (5)	3540 Marketing 30 (3) (5)
	2541 Basic Business 20 (3) (5)	3541 Basic Business 30 (3) (5)
1542 Business Education 10 (3) (5) (10)	2542 Business Education 20 (3) (5) (10)	3542 Business Education 30 (3) (5) (10)
1550 Record Keeping 10 (3)	2543 Business Communications 20 (3)	
	2544 Business Calculations 20 ... (3)	
	2545 Office Procedures 20 (3) (5)	3545 Office Procedures 30 (3) (5)
	2555 Shorthand 20 (3) (5)	3555 Shorthand 30 (3) (5)
1565 Typewriting 10 ^③ (3) (5)	2565 Typewriting 20 ^③ (3) (5)	3565 Typewriting 30 (5)
	2566 Dicta Typing 20 (3)	3567 Word Processing 30 (3)
FINE ARTS		
1400 Art 10 (3) (4) (5)	2400 Art 20 (3) (4) (5)	3400 Art 30 (5)
1405 Art 11 (3) (4) (5)	2405 Art 21 (3) (4) (5)	3405 Art 31 (5)
1410 Drama 10 (3) (5)	2410 Drama 20 (3) (5)	3410 Drama 30 (5)
1420 Choral Music 10 (3) (5)	2420 Choral Music 20 (3) (5)	3420 Choral Music 30 (5)
1425 Instrumental Music 10 .. (3) (5)	2425 Instrumental Music 20 .. (3) (5)	3425 Instrumental Music 30 (5)
1426 Music 12 (3) (4) (5)		

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- ① Please refer to the **Business Education Manual for Teachers, Counsellors and Administrators** (1987), available from the Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9, for maximum credit limits for business education programs.
- ② Either Computer Literacy 10 or Computer Processing 10 may be used as the prerequisite to Computer Processing 20, but only one will be accepted for credit. In the Computer Processing 10-20-30 sequence or, alternatively, the Computer Literacy 10 - Computer Processing 20 and 30 sequence, a maximum of 15 credits has been set.
- ③ Typewriting 10 is required for Dicta Typing 20; Typewriting 20 is required for Word Processing 30, Shorthand 30 and Office Procedures 30.

Grade 10	Grade 11	Grade 12
HOME ECONOMICS		
1601 Clothing & Textiles 10 (3) (4) (5)	2601 Clothing & Textiles 20 (3) (4) (5)	3601 Clothing & Textiles 30 (3) (4) (5)
1611 Food Studies 10 (3) (4) (5)	2611 Food Studies 20 (3) (4) (5)	3611 Food Studies 30 (3) (4) (5)
1621 Personal Living Skills 10 (3) (4) (5)	2621 Personal Living Skills 20 (3) (4) (5)	3621 Personal Living Skills 30 (3) (4) (5)
INDUSTRIAL EDUCATION^①		
General Courses		
1715 Drafting 10 (3) (4) (5)	2715 Drafting 20 (3) (4) (5)	
1727 Industrial Education 10a (3) (4) (5)	2727 Industrial Education 20a (3) (4) (5)	3727 Industrial Education 30a (3) (4) (5)
1728 Industrial Education 10b (3) (4) (5)	2728 Industrial Education 20b (3) (4) (5)	3728 Industrial Education 30b (3) (4) (5)
1741 Industrial Education 10c (3) (4) (5)	2741 Industrial Education 20c (3) (4) (5)	3741 Industrial Education 30c (3) (4) (5)
1742 Industrial Education 10d (3) (4) (5)	2742 Industrial Education 20d (3) (4) (5)	3742 Industrial Education 30d (3) (4) (5)
		3729 Production Science 30 (5)

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① See page 29 for additional information.

Grade 10	Grade 11	Grade 12
INDUSTRIAL EDUCATION^①		
Career Fields		
a) Construction and Fabrication		
1836 Building Construction 12 ... (5)	2836 Building Construction 22a .. (5)	3836 Building Construction 32a .. (5)
	2837 Building Construction 22b .. (5)	3837 Building Construction 32b .. (5)
	2838 Building Construction 22c .. (5)	3838 Building Construction 32c (5) (10)
1936 Machine Shop 12 (5)	2936 Machine Shop 22a (5)	3936 Machine Shop 32a (5)
	2937 Machine Shop 22b (5)	3937 Machine Shop 32b (5)
	2938 Machine Shop 22c (5)	3938 Machine Shop 32c (5) (10)
1949 Piping 12 (5)	2949 Piping 22a (5)	3949 Piping 32a (5)
	2950 Piping 22b (5)	3950 Piping 32b (5)
	2951 Piping 22c (5)	3951 Piping 32c (5) (10)
1968 Sheet Metal 12 (5)	2968 Sheet Metal 22a (5)	3968 Sheet Metal 32a (5)
	2969 Sheet Metal 22b (5)	3969 Sheet Metal 32b (5)
	2970 Sheet Metal 22c (5)	3970 Sheet Metal 32c (5) (10)
1980 Welding 12 (5)	2980 Welding 22a (5)	3980 Welding 32a (5)
	2981 Welding 22b (5)	3981 Welding 32b (5)
	2982 Welding 22c (5)	3982 Welding 32c (5) (10)
b) Electricity – Electronics		
	2880 Electricity 22a (5)	3880 Electricity 32a (5)
	2881 Electricity 22b (5)	3881 Electricity 32b (5)
	2882 Electricity 22c (5)	3882 Electricity 32c (5) (10)
1731 Electricity – Electronics 12 .. (5)	2888 Electronics 22a (5)	3888 Electronics 32a (5)
	2889 Electronics 22b (5)	3889 Electronics 32b (5)
	2890 Electronics 22c (5)	3890 Electronics 32c (5) (10)
c) Graphic Communications		
	2737 Vis. Com. 22a (5)	3737 Vis. Com. 32a (5)
	2738 Vis. Com. 22b (5)	3738 Vis. Com. 32b (5)
1736 Visual Communications 12 .. (5)	2739 Vis. Com. 22c (5)	3739 Vis. Com. 32c (5) (10)
1864 Drafting 12 (5)	2904 Graphic Arts 22a (5)	3904 Graphic Arts 32a (5)
	2905 Graphic Arts 22b (5)	3905 Graphic Arts 32b (5)
	2906 Graphic Arts 22c (5)	3906 Graphic Arts 32c (5) (10)
	2715 Drafting 20 (3) (4) (5)	
1715 Drafting 10 (3) (4) (5)	2864 Drafting 22a (5)	3864 Drafting 32a (5)
1736 Visual Communications 12 .. (5)	2865 Drafting 22b (5)	3865 Drafting 32b (5)
1864 Drafting 12 (5)	2866 Drafting 22c (5)	3866 Drafting 32c (5) (10)

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Note: For specific description of introductory and sequential vocational courses, see the **Industrial Education Manual for Guidance to Teachers, Counsellors and Administrators** (1983).

① See page 29 for additional information.

Grade 10	Grade 11	Grade 12
d) Horticulture		
1916 Horticulture 12 (5)	2916 Horticulture 22a (5)	3916 Horticulture 32a (5)
	2917 Horticulture 22b (5)	3917 Horticulture 32b (5)
	2918 Horticulture 22c (5)	3918 Horticulture 32c (5) (10)
e) Mechanics		
1746 Mechanics 12 (5)	2809 Related Mechanics 22a (5)	3809 Related Mechanics 32a (5)
	2810 Related Mechanics 22b (5)	3810 Related Mechanics 32b (5)
	2811 Related Mechanics 22c (5)	3811 Related Mechanics 32c .. (5) (10)
	2824 Automotives 22a (5)	3824 Automotives 32a (5)
	2825 Automotives 22b (5)	3825 Automotives 32b (5)
	2826 Automotives 22c (5)	3826 Automotives 32c (5) (10)
1816 Auto Body 12 (5)		
1746 Mechanics 12 (5)	2816 Auto Body 22a (5)	3816 Auto Body 32a (5)
	2817 Auto Body 22b (5)	3817 Auto Body 32b (5)
	2818 Auto Body 22c (5)	3818 Auto Body 32c (5) (10)
f) Personal Services		
1832 Beauty Culture 12 (5)	2832 Beauty Culture 22a (5)	3832 Beauty Culture 32a (5)
	2833 Beauty Culture 22b (5)	3833 Beauty Culture 32b (5)
	2834 Beauty Culture 22c (5)	3834 Beauty Culture 32c (5) (10)
		3835 Beauty Culture 32d (5) (10) (15)
1896 Food Preparation 12 (5)	2896 Food Preparation 22a (5)	3896 Food Preparation 32a (5)
	2897 Food Preparation 22b (5)	3897 Food Preparation 32b (5)
	2898 Food Preparation 22c (5)	3898 Food Preparation 32c ... (5) (10)
		3899 Food Preparation 32d (5)
1961 Health Services 12 (5)	2961 Health Services 22 (5)	3961 Health Services 32a (5)
		3962 Health Services 32b (5)

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Grade 10	Grade 11	Grade 12
SOCIAL SCIENCES		
	2155 Political Thinking 20 (3)	
	2156 Comparative Government 20 (3)	
	2160 Religious Ethics 20 (3)	
	2161 Religious Meanings 20 (3)	
	2166 Local and Canadian Geography 20 (3)	
	2171 Personal Psychology 20 (3)	
	2172 General Psychology 20 (3)	
	2176 General Sociology 20 (3)	
	2177 Sociological Institutions 20 (3)	
	2181 Origins of Western Philosophy 20 (3)	
	2182 Contemporary Western Philosophy 20 (3)	
	2185 Western Canadian History 20 (3)	
	2186 Canadian History 20 (3)	
	2187 Economics for Consumers 20 (3)	
		3156 International Politics 30 (3)
		3161 World Religions 30 (3)
		3166 World Geography 30 (3)
		3171 Experimental Psychology 30 (3)
		3175 Cultural and Physical Anthropology 30 (3)
		3176 Applied Sociology 30 (3)
		3182 Philosophies of Man 30 (3)
		3183 Microeconomics 30 (3)
		3185 Western World History 30 .. (3)
		3194 Macroeconomics 30 (3)
OTHER INSTRUCTION		
1998 Work Experience 15 (3) (5)	2998 Work Experience 25 (3) (5)	3998 Work Experience 35 (3) (5)
1999 Special Projects 10 (3) (5)	2999 Special Projects 20 (3) (5)	3999 Special Projects 30 (5)

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Grade 10	Grade 11	Grade 12 Δ
INTEGRATED OCCUPATIONAL PROGRAM COURSES		
Academic Component:		
1119 English 16 (3)	2119 English 26 (3)	3119 English 36 (3)
1159 Social Studies 16 (3)	2159 Social Studies 26 (3)	
1226 Mathematics 16 (3)	2226 Mathematics 26 (3)	
1291 Science 16 (3)	2291 Science 26 (3)	
Occupational Component:		
a) Agribusiness		
1801 Agricultural Production 16 (3 or 5)	2801 Agricultural Production 26 (10)	3801 Agricultural Production 36 . (10)
1802 Agricultural Mechanics 16 (3 or 5)	2802 Agricultural Mechanics 26 (10)	3802 Agricultural Mechanics 36 . (10)
1915 Horticultural Services 16 (3 or 5)	2915 Horticultural Services 26 .. (10)	3915 Horticultural Services 36 .. (10)
b) Business and Office Operations		
1546 Business Services 16 (3 or 5)	2546 Business Services 26 (10)	3546 Business Services 36 (10)
1547 Office Services 16 (3 or 5)	2547 Office Services 26 (10)	3547 Office Services 36 (10)
c) Construction and Fabrication		
1847 Building Services 16 (3 or 5)	2847 Building Services 26 (10)	3847 Building Services 36 (10)
1851 Construction Services 16 (3 or 5)	2851 Construction Services 26 .. (10)	3851 Construction Services 36 ... (10)
d) Creative Arts		
1407 Crafts and Arts 16 (3 or 5)	2407 Crafts and Arts 26 (10)	3407 Crafts and Arts 36 (10)
1408 Technical Arts 16 (3 or 5)	2408 Technical Arts 26 (10)	3408 Technical Arts 36 (10)
e) Natural Resources		
1941 Natural Resource Services 16 (3 or 5)	2941 Natural Resource Services 26 (10)	3941 Natural Resource Services 36 (10)
f) Personal and Public Services		
1602 Child and Health Care 16 (3 or 5)	2602 Child and Health Care 26 .. (10)	3602 Child and Health Care 36 .. (10)
1603 Esthetology 16 (3 or 5)	2603 Esthetology 26 (10)	3603 Esthetology 36 (10)
1831 Hair Care 16 (3 or 5)	2831 Hair Care 26 (10)	3831 Hair Care 36 (10)
1877 Fashion and Fabric Services 16 (3 or 5)	2877 Fashion and Fabric Services 26 (10)	3877 Fashion and Fabric Services 36 (10)

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Δ Grade 12 courses are available September 1992.

Grade 10	Grade 11	Grade 12 Δ
INTEGRATED OCCUPATIONAL PROGRAM COURSES		
Occupational Component (continued):		
g) Tourism and Hospitality		
1632 Commercial Food	2632 Commercial Food	3632 Commercial Food
Preparation 16 (3 or 5)	Preparation 26 (10)	Preparation 36 (10)
1633 Food Services 16 (3 or 5)	2633 Food Services 26 (10)	3633 Food Services 36 (10)
1634 Maintenance and Hospitality	2634 Maintenance and Hospitality	3634 Maintenance and Hospitality
Services 16 (3 or 5)	Services 26 (10)	Services 36 (10)
h) Transportation		
1747 Automotive Services 16 . (3 or 5)	2747 Automotive Services 26 ... (10)	3747 Automotive Services 36 (10)
1748 Service Station Services 16 (3 or 5)	2748 Service Station Services 26 (10)	3748 Service Station Services 36 . (10)
1749 Warehouse Services 16 . (3 or 5)	2749 Warehouse Services 26 (10)	3749 Warehouse Services 36 (10)

Δ Grade 12 courses are available September 1992.

Appendix III: Approved Locally Developed Senior High School Courses

Δ Additional information

Instruction of a locally developed course being offered for credit shall not commence without the prior approval of the Minister of Education. Refer to Locally Developed Senior High School Courses, Policy Number 05-07-01 in the Alberta Education Policy Manual for the policy and procedures for locally developed senior high school courses.^①

Requests for approval to offer senior high courses for credit (initial and revalidations) shall be forwarded to the Director, Curriculum Branch, Alberta Education or, for language courses, the Director, Language Services, Alberta Education by April 30 for implementation in the first semester of the following school year, or by October 31 for implementation in the second semester of the same school year.

Grade 10	Grade 11	Grade 12
1141 Introduction to Modern Languages 15 (3) (5)		3110 English 35 (I.B.) (5)
1189 Blackfoot Studies 15 (5)		3152 Theory of Knowledge 35 (I.B.) (3)
1192 Asia Pacific Rim Studies 15 (3)		3178 Deaf Studies 35 (5)
1198 Histoire et civilisation 15 (5)	2198 Histoire et civilisation 25 ... (5)	3198 Histoire et civilisation 35 ... (5)
1199 Native Studies 15 (3)		3217 Mathematics 35 (AP) (3)
1232 Biology 15 (I.B.) (3)	2232 Biology 25 (I.B.) (3)	3233 Biology 35 (5)
1257 Geology 15 (3)	2241 Chemistry 25 (I.B.) (3)	3241 Chemistry 35 (I.B.) (5)
	2257 Geology 25 (3)	
	2262 Physics 25 (I.B.) (3)	3262 Physics 35 (I.B.) (5)
	2276 Aeroscience 25 (5)	3276 Aeroscience 35 (5) (10)
1290 Science 15 (3) (5)	2290 Science 25 (3) (5)	3290 Science 35 (5)
1316 Arabic 15 (3)	2316 Arabic 25 (5)	3316 Arabic 35 (5)
1318 Swedish 15 (5)	2318 Swedish 25 (5)	3318 Swedish 35 (5)
1319 Greek 15 (5)	2319 Greek 25 (5)	3319 Greek 35 (5)
1320 German Literature 15 (5)	2320 German Literature 25 (5)	3320 German Literature 35 (5)
1321 Hungarian 15 (5)	2321 Hungarian 25 (5)	3321 Hungarian 35 (5)
1324 Swedish Studies 15 (5)	2324 Swedish Studies 25 (5)	3324 Swedish Studies 35 (5)
1332 Polish 15 (5)	2332 Polish 25 (5)	3332 Polish 35 (5)
1333 Portuguese 15 (5)	2333 Portuguese 25 (5)	3333 Portuguese 35 (5)
1344 Spanish 15 (5)	2344 Spanish 25 (5)	3344 Spanish 35 (5)
1370 Cree 15 (5)	2370 Cree 25 (5)	3370 Cree 35 (5)
1371 Blackfoot 15 (5)	2371 Blackfoot 25 (5)	
1372 Chinese 15 (5)	2372 Chinese 25 (5)	3372 Chinese 35 (5)
1373 Japanese 15 (5)	2373 Japanese 25 (5)	3373 Japanese 35 (5)
1375 Hebrew 15 (5)	2375 Hebrew 25 (5)	3375 Hebrew 35 (5)
1377 Chinese Studies 15 (5)	2377 Chinese Studies 25 (5)	3377 Chinese Studies 35 (5)
1378 American Sign Language 15 (5)	2378 American Sign Language 25 (5)	3378 American Sign Language 35 (5)
1412 Ballet 15 (5)	2412 Ballet 25 (5)	3412 Ballet 35 (5)
1413 Dance 15 (5)	2413 Dance 25 (5)	3413 Dance 35 (5)
1427 Music 15 (3) (4) (5)	2427 Music 25 (3) (4) (5)	3427 Music 35 (5)
1428 Electronic Music 15 (5)		
1437 Perspectives for Living 15 (3) (5)		
1455 Outdoor Living 15 (3)	2456 Outdoor Leadership 25 (5)	3456 Outdoor Leadership 35 (5)
1456 Outdoor Leadership 15 (5)	2457 Outdoor Education 25 (5)	

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Δ Please check for additions and deletions.

① Locally developed courses approved to fulfill International Baccalaureate requirements are designated with the letters I.B. in brackets. Only those schools offering the International Baccalaureate program are permitted to use these courses.

Grade 10	Grade 11	Grade 12
1460 Religious Studies 15 (3) (5)	2460 Religious Studies 25 (3) (5)	3460 Religious Studies 35 (3) (5)
1480 Aspects of Living 15 (5)		
1535 General Business 15 (5)		
1732 Practical Arts 15a (5)		
1733 Practical Arts 15b (5)		
1756 Resort Operations 15 (IOP) (3) (5)	2756 Resort Operations 25 (IOP) (5) (10)	3756 Resort Operations 35 (IOP) . (10)
	2804 Aircraft Maintenance	3804 Aircraft Maintenance
	25a (5)	35a (5)
	2805 Aircraft Maintenance	3805 Aircraft Maintenance
	25b (5)	35b (5)
	2806 Aircraft Maintenance	3806 Aircraft Maintenance
	25c (5)	35c (5) (10)
1807 Sports Equipment	2807 Sports Equipment	3807 Sports Equipment
Repair 15 (IOP) (3) (5)	Repair 25 (IOP) (10)	Repair 35 (IOP) (10)
1814 Automotive Parts	2814 Automotive Parts	
Merchandising	Merchandising	
15 (5) (10)	25 (5) (10) (15) (20)	
1821 Autobody Repair 15 (IOP) (3) (5)	2821 Autobody Repair 25 (IOP) (5) (10)	3821 Autobody Repair 35 (IOP) .. (10)
1822 Service Station Operation and Management	2822 Service Station Operation and Management	
15 (5) (10)	25 (5) (10) (15) (20)	
1828 Automotives 15 (5) (10)	2828 Automotives 25 (5) (10) (15)	3828 Automotives 35 (5) (10) (15) (20)
1840 Building Construction	2840 Building Construction	3840 Building Construction
15 (5)	25 (5) (10) (15)	35 (5) (10) (15) (20)
1841 Building Subtrades 15 (5)	2841 Building Subtrades 25 (5) (10) (15)	
1842 Building Operations	2842 Building Operations	3842 Building Operations
15 (5) (10)	25 (5) (10) (15)	35 (5) (10) (15) (20)
1844 Carpentry 15 (5) (10)	2844 Carpentry 25 (5) (10) (15)	3844 Carpentry 35 .. (5) (10) (15) (20)
1852 Commercial Art 15 (5)	2848 Commercial Art 25a (5)	3848 Commercial Art 35a (5)
	2849 Commercial Art 25b (5)	3849 Commercial Art 35b (5)
	2850 Commercial Art 25c (5)	3850 Commercial Art 35c (5) (10)
1861 Fashion and Design 15 (5)	2861 Fashion and Design 25a (5)	3861 Fashion and Design 35a (5)
	2862 Fashion and Design 25b (5)	3862 Fashion and Design 35b (5)
	2863 Fashion and Design 25c (5)	3863 Fashion and Design 35c . (5) (10)
		3715 Drafting 34 (5)
	2868 Drafting 25 (5) (10) (15)	3868 Drafting 35 (5) (10) (15)

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Grade 10	Grade 11	Grade 12
1876 Fabricare Technology 15 (5) (10)	2876 Fabricare Technology 25 (5) (10) (15)	3876 Fabricare Technology 35 (5) (10) (15) (20)
1884 Electricity 15 (5) (10)	2884 Electricity 25 (5) (10) (15)	3884 Electricity 35 .. (5) (10) (15) (20)
1885 High Technology 15 (3)	2885 High Technology 25 (3)	
1900 Forestry 15 (5)		
1943 Theatre Arts 15 (5)	2943 Theatre Arts 25 (5)	3943 Theatre Arts 35 (5)
1944 Performing Arts 15 (5)	2944 Performing Arts 25a (5)	3944 Performing Arts 35a (5)
	2945 Performing Arts 25b (5)	3945 Performing Arts 35b (5)
	2946 Performing Arts 25c (5)	3946 Performing Arts 35c (5) (10)
1963 Health Services 15 (3)		
1964 Sewing and Design 15 (5) (10)	2964 Sewing and Design 25 (5) (10) (15)	3964 Sewing and Design 35 (5) (10) (15) (20)
1971 Television Arts 15 (3)		
	2972 Television Crafts 25a (5)	3972 Television Crafts 35a (5)
	2973 Television Crafts 25b (5)	3973 Television Crafts 35b (5)
	2974 Television Crafts 25c (5)	3974 Television Crafts 35c ... (5) (10)
1975 Advanced Acting/ Touring Theatre 15 (3) (5)	2975 Advanced Acting/ Touring Theatre 25 (3) (5)	3975 Advanced Acting/ Touring Theatre 35 (3) (5)
1978 Photography 15 (5) (10)	2978 Photography 25 (5) (10)	
1979 Musical Theatre 15 (3) (5)	2979 Muscial Theatre 25 (3) (5)	3979 Muscial Theatre 35 (3) (5)
1984 Welding 15 (5) (10)	2984 Welding 25 (5) (10) (15)	3984 Welding 35 (5) (10) (15) (20)
1985 Welding 15 (IOP) (3) (5)	2985 Welding 25 (IOP) (5) (10)	3985 Welding 35 (IOP) (10)
1986 Welding/Machine Shop 15 (IOP) (3) (5)	2986 Welding/Machine Shop 25 (IOP) (5) (10)	3986 Welding/Machine Shop 35 (IOP) (10)
1987 Technical Theatre 15 (3) (5)	2987 Technical Theatre 25 (3) (5)	3987 Technical Theatre 35 (3) (5)

Appendix IV: Alberta Education Curriculum Distributors

Curriculum resources are available through the following Alberta Education distributors:

LEARNING RESOURCES DISTRIBUTING CENTRE
12360 - 142 Street
Edmonton, Alberta, T5L 4X9
Telephone 427-2767
Fax 422-9750

A Updated information

The LRDC annual **Buyers Guide**, and its supplements, is the only Alberta Education publication that lists all student and teacher resources authorized by Alberta Education for use in schools. However, the LRDC does not automatically carry all resources authorized by Alberta Education.

All products available from the LRDC have a cost recovery selling price. In addition to a comprehensive Information Section which provides ordering and LRDC business practices information, the **Buyers Guide** and supplements also provide the following types of information on each resource carried in stock:

- grade and subject
- grade or grade level of intended use
- language
- price
- author
- publisher
- year
- edition

The LRDC carries the following types of learning resources in stock:

- basic learning resources
- most student "support" learning resources
- teacher support documents such as teacher resource manuals and monographs
- Distance Education and Correspondence Education print and some non-print course materials
- French and other languages instructional materials
- Alberta Education legal, service and information publications (previously in Publications List)
- Programs of Study
- Pre-administered Grade 12 Diploma Examinations and Grades 3, 6 and 9 Achievement Tests
- some standardized texts

ALBERTA DISTANCE LEARNING CENTRE

Box 4000

Barrhead, Alberta, T0G 2P0

Telephone 674-5333

Fax 674-6588

- distance learning courses
-

ACCESS NETWORK

Media Resource Centre

295 Midpark Way SE

Calgary, Alberta, T2X 2A8

(Toll-free number for educators is 1-800-352-8293,

Fax 256-6837)

- audio-visual resources
- inservice packages (videotape and print)

For a list of available audio-visual resources and inservice packages, refer to the **ACCESS Network Audio-Visual Catalogue 1987, 1988 and 1989 supplements.**

Appendix V: Alberta Education Branch Addresses

The mailing address for branches of Alberta Education is:

Devonian Building, West Tower
11160 Jasper Avenue
Edmonton, Alberta
T5K 0L2

The following branch addresses are exceptions:

Alberta Distance Learning
Centre
Box 4000
Barrhead, Alberta
T0G 2P0
Telephone: 674-5333
Fax: 674-6561

Alberta School for the Deaf
6240 - 113 Street
Edmonton, Alberta
T6H 3L2
Telephone: 422-0244
Fax: 422-2036

Calgary Regional Office
Room 1200, Rocky Mt. Plaza
615 Macleod Trail SE
Calgary, Alberta
T2G 4T8
Telephone: 297-6353
Fax: 297-3842

Edmonton Regional Office
7th Floor, Westcor Building
12323 Stony Plain Road
Edmonton, Alberta
Telephone: 427-2952
Fax: 422-9682

Mailing Address:

Edmonton Regional Office
Devonian Building, West Tower
11160 Jasper Avenue
Edmonton, Alberta
T5K 0L2

Education Response Centre
- Edmonton
6240 - 113 Street
Edmonton, Alberta
T6H 3L2
Telephone: 422-6326
Fax: 422-2039

Education Response Centre
- Calgary
5139 - 14 Street SW
Calgary, Alberta
T2T 3W5
Telephone: 297-4606
Fax: 297-5157

Grande Prairie Regional Office
12th Floor, 214 Place
9909 - 102 Street
Grande Prairie, Alberta
T8V 2V4
Telephone: 538-5130
Fax: 538-5135

Learning Resources Distributing
Centre
12360 - 142 Street
Edmonton, Alberta
T5L 4X9
Telephone: 427-2767
Fax: 422-9750

Lethbridge Regional Office
Provincial Building
200 - 5 Avenue South
Lethbridge, Alberta
T1J 4C7
Telephone: 381-5243
Fax: 381-5734

Red Deer Regional Office
3rd Floor West, Provincial
Building
4920 - 51 Street
Red Deer, Alberta
T4N 6K8
Telephone: 340-5262
Fax: 340-5305

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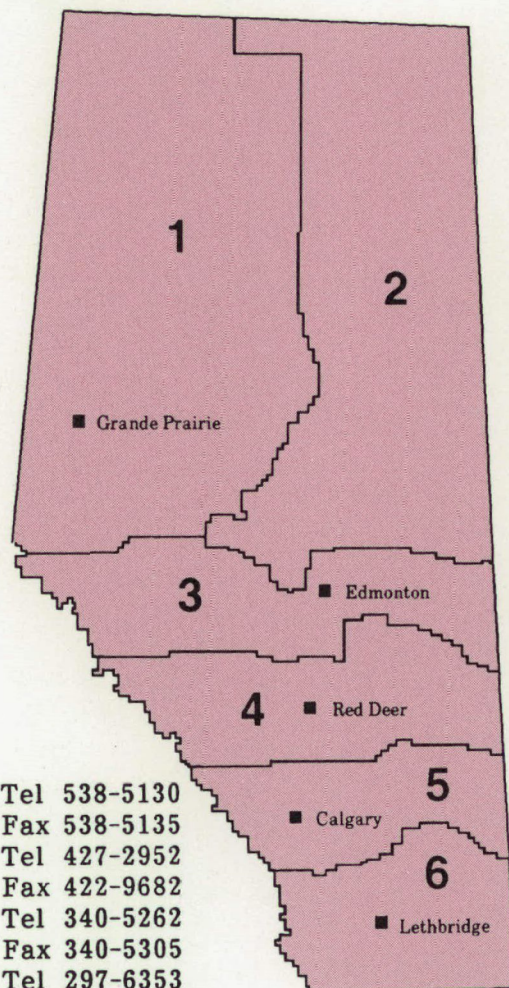
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Regional Offices of Alberta Education

The regional offices work in cooperation with local school authorities to ensure the quality of teaching, programs and schools. Each regional office has a staff of consultants and a director who provide the following:

- **CONSULTATION:** Consultative services in curriculum, instruction, evaluation, support functions and policy development
- **MONITORING:** Monitoring of educational programs on a scheduled basis
- **EVALUATION:** Assistance to school systems to design and conduct school, program and system evaluations
- **MEDIATION:** Mediating in matters such as special student needs, ministerial reviews, attendance panels and COATS investigations, as well as complaints brought to the attention of the Minister.

To arrange for services from a regional office, follow the procedures adopted by your local school authority.



Regional Offices

Zone 1: Grande Prairie	- Tel 538-5130 Fax 538-5135
Zones 2 and 3: Edmonton	- Tel 427-2952 Fax 422-9682
Zone 4: Red Deer	- Tel 340-5262 Fax 340-5305
Zone 5: Calgary	- Tel 297-6353 Fax 297-3842
Zone 6: Lethbridge	- Tel 381-5243 Fax 381-5734

Education Information - Tel 427-7219

EDUCATION

Alberta